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ABSTRACT

This curriculum guide is designed to offer guidelines along with supporting resources and teaching ideas from which the local secondary instructor can extract a cosmetology curriculum that meets local needs. Following an outline of the philosophy and goals underlying state and local vocational education programs in Georgia, the purpose and objectives of the guide are explained. Covered next are the nature and scope of the field of cosmetology, employability skills that are necessary in the field, student exit points, and tasks performed by cosmetologists. A sample curriculum structure and a course outline are provided. The bulk of the guide consists of a series of unit guides, each of which contains a task statement, a performance objective, instructional activities, suggested instructional materials, and evaluation criteria. The next two sections consist of listings of references and resources and student record forms. Suggestions are set forth for working with special needs students. Also supplied are facility layouts for a learning laboratory and a learning resource center. (MN)

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# COSMETOLOGY

## Secondary

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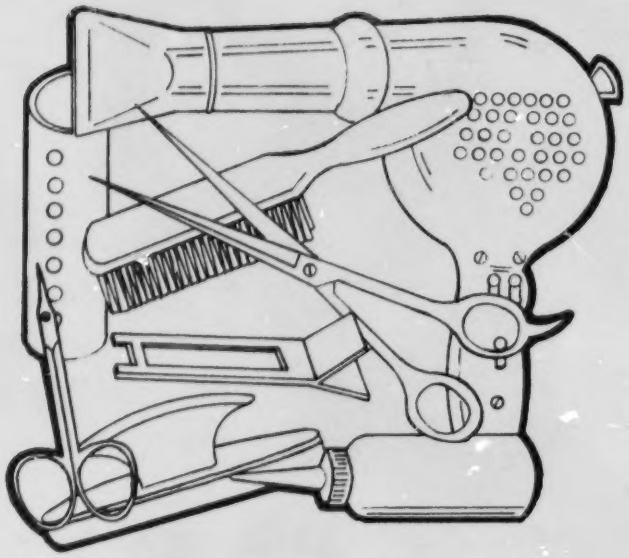

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# CURRICULUM GUIDE

## Georgia Department of Education

# COSMETOLOGY

Developed Under Contractual Agreement with

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1981

COSMETOLOGY

Developed By

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# POLICIES AND PROCEDURES FOR THE CENTER

## PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the Division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.

2. Conduct and report curriculum research related to Vocational Education.

3. Provide a production and dissemination center for Vocational Education materials.

4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.

5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

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# SECTION I

## PHILOSOPHY & GOALS

# VOCATIONAL EDUCATION IN GEORGIA

## A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, high schools, postsecondary area vocational-technical schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

## B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

## SECONDARY VOCATIONAL EDUCATION

### A. PURPOSE

The purpose of secondary vocational education is to provide training opportunities to middle school students which are of sufficient variety and quality to enable them to make wise career choices, and at the high school level to become familiar with one or more occupations of interest and to specialize in a given occupation to the extent needed to acquire entry-level job skills and knowledge, or to enter more specialized training at the postsecondary level.

### B. OBJECTIVES

1. At the middle school level, to provide exploratory PECE and Industrial Arts programs.

2. At the high school level, to provide:
   a. Exploratory and prevocational Industrial Arts programs.
   b. Prevocational programs in occupational clusters for entry into specialized programs in the 11th and 12th grades, or at the postsecondary level.
   c. Training in a single occupational skill of sufficient depth to gain entry-level employability, or the option to continue specialized training at the postsecondary level.
   d. Competency-based programs of occupational preparation which enable students to advance as far as possible through a planned sequence of courses leading to an occupational objective of greatest interest to the student.
   e. Opportunities and activities for students to develop and improve affective skills needed for employment.
   f. Vocational guidance, counseling, remedial and supportive programs and services needed by students to select and complete a program of vocational education.
   g. Ancillary and supportive services necessary to ensure that all students have access to training opportunities regardless of race, sex, national origin, disadvantagement or handicap.
   h. Opportunities for students to obtain or improve Home Economics and Consumer Education skills.
   i. Vocational education programs such that 50% of those individuals who complete or leave a program of occupational preparation, and are available for employment, find employment in the field for which trained, or in a related field.

# STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE AND GOALS FOR VOCATIONAL EDUCATION

STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE

AND GOALS FOR VOCATIONAL EDUCATION

# SECTION II

## PURPOSE & OBJECTIVES

## PURPOSE OF GUIDE

The purpose is defined in terms of the functional needs of each of the identified classes of users in the secondary and post secondary systems.

(a) Vocational teachers.

1. Provide a guide for organizing their program of instruction,
2. Assist in establishing program objectives,
3. Serve as a curriculum materials resource guide,
4. Improve communications with employers and advisory committees,
5. Facilitate competency based instruction,
6. Facilitate either group or self-paced instruction,
7. Include content by quarter and semester,
8. Cross-reference with existing state developed instructional materials (PLACE packages and post secondary I.I.).

(b) Vocational supervisors and administrators.

1. Assist in defining the scope and content of their programs,
2. Provide a means to improve curriculum management functions,
3. Serve as a guide for admissions and job placement functions,
4. Improve communications with employers and advisory committees.

(c) Counseling and guidance staff.

1. Provide a data base for counseling and guidance personnel,
2. Identify student exit points (Carrer Options),
3. Serve as guide for admissions and job placement,
4. Correlate with the new State Board of Education graduation requirements,
5. Provide specific content sequencing by quarter and semester for student scheduling,
6. Provide (a) curriculum options for the disadvantaged handicapped student, (b) curriculum modifications for SPECIAL NEEDS students, (c) typical admission requirements for regular and SPECIAL NEEDS students.

(d) Local Curriculum Coordination Committees.

1. Serve as a guide in working out articulation arrangements,
2. Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

This guide will serve as an ideal communication device between school personnel and the craft advisory committee. By personally reviewing the guide with the local craft advisory committee the teacher will be able to maintain the accuracy of the guide in terms of the local job market and will also be able to inform representatives of local industry regarding the content of the program itself.

## COSMETOLOGY PROGRAM OBJECTIVE

Given appropriate instruction, as suggested by this guide, a student completing the program should demonstrate entry level skills in Cosmetology in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills and occupational survival skills.

As the student progresses through the program, sufficient competencies will be acquired to enable the student to enter the occupational field at the following curriculum exit points.

| | |
|---|---|
| Receptionist | (D.O.T. Code 237.271-010) |
| Cosmetologist | (D.O.T. Code 332.271-010) |
| Shampoo Technician | |
| Manicurist | |
| Esthetician | |
| Dispensary Clerk | |
| Wig Stylist | |

## PERFORMANCE STANDARD REQUIRED FOR GRADUATION

Students are required, by the State Board if Education to demonstrate competency in the adult life roles of the learner, individual, citizen, consumer and producer. The performance standards for the adult life role of the learner will be measured statewide. The local Boards of Education are required to adopt and validate performance indicators for the adult life roles of the individual, citizen, consumer and producer.

Performance Standards (State Board of Education)

A. Learner

1. The student reads and interprets communication on a functional level.
2. The student comprehends information received and applies that information in a variety of everyday situations.
3. The student writes legible appropriate personal and career communications on a functional level.
4. The student receives and transmits oral and visual communication on a functional level.
5. The student employs estimation, approximation and calculation skills in everyday living situations.
6. The student understands and uses various forms of scales and measurements, graphs, charts, tables, symbols and other graphic representations.
7. The student applies basic arithmetic operations (adding, subtracting, multiplying and dividing) in an everyday context.
8. The student applies basic geometric shapes and positions necessary for daily mathematical functions.
9. The student uses a variety of information resources to obtain assistance and information.
10. The student employs logical, intuitive and creative thinking processes.

Performance Standards (Local Board of Education)

B. Individual

1. The student knows appropriate emergency responses to accidents and demonstrates preventive actions for health and safety hazards.

2. The student recognizes and practices sound personal health habits necessary to maintain physical and mental well-being.

3. The student understands the sound health care principles involved in family living, parenting and parenthood.

C. Citizen

1. The student understands the basic structure and functions of the American system of Government and the American economic system.

2. The student knows basic legal rights and responsibilities of the citizen under the American judicial and penal systems.

3. The student recognizes relationships between current societal and environmental problems and the individuals' role and responsibilities.

D. Consumer

1. The student knows the principles of sound personal financial planning and management.

2. The student identifies the legal rights and responsibilities of the consumer in buying and selling goods and services.

E. Producer

1. The student analyzes personal career opportunities and choices through career planning and management.

2. The student demonstrates the skills necessary to obtain employment.

Program Competencies

This program will provide opportunities for the student to demonstrate competencies in the following performance standards. The standards are "keyed" to the above list by letter and number (i.e. A-1, 4, 9; B-3; C-1; etc.).

Performance Standards:

A-1, A-2, A-3, A-4, A-5, A-7, A-8, A-9

B-1, B-2

D-2

E-1, E-2

# SECTION III

## D. O. T. DESCRIPTION, EXIT POINTS, TASKS

## DESCRIPTION OF OCCUPATIONAL FIELD

The primary purpose of this section is to provide a general orientation to the occupational field. This orientation may be used by counseling and guidance staff in helping students to select subject areas. It may also be used by instructors for new students just entering the program area. The description delimits the scope of the occupational field in terms of the range of activities involved in a series of occupations. It contains information about career potential within the occupational field, including job market conditions and trends.

The description identifies prerequisite skills and knowledge for those students interested in entering the occupational field. In addition, the Description of Occupational Exit Points are provided to aide the instructor in identifying possible jobs for early leavers. A listing of employability skills is also included in this section.

## *Cosmetology

### Nature of the Work

Hair has been a center of attention since people first began to care about their appearance. Throughout history a great deal of effort has gone into acquiring a fashionable hairstyle or a perfectly trimmed beard. Although styles change from year to year, the cosmetologist's task remains the same--to help people look attractive.

Cosmetologists, who also are called beauty operators, hairstylists, or beauticians, shampoo, cut, and style hair, and advise patrons on how to care for their hair. Frequently they straighten or permanent wave a patron's hair to keep the style in shape. Cosmetologists may also lighten or darken the color of the hair. Cosmetologists may give manicures, scalp and facial treatments; provide makeup analysis for women; and clean and style wigs and hairpieces.

Most cosmetologists make appointments and keep records of hair color formulas and permanent waves used by their regular patrons. They also keep their work area clean and sanitize their hairdressing implements. Those who operate their own salons also have managerial duties which include hiring and supervising workers, keeping records, and ordering supplies.

### Working Conditions

Cosmetologists generally work in clean, pleasant surroundings, with good lighting and ventilation. They must be on their feet for hours at a time, and work with their hands at shoulder level. Many full-time cosmetologists work more than 40 hours a

week, including evenings and Saturdays when beauty salons are busiest. About one-quarter of all cosmetologists work part time, usually during these busy hours.

Places of Employment

Most of the more than 542,000 cosmetologists employed in 1978 worked in beauty salons. Some worked in "unisex" shops, barber-styling shops, or department stores, and a few were employed by hospitals and hotels. About one-third operated their own businesses.

All cities and towns have beauty salons, but employment is concentrated in the most populous cities and States. Those cosmetologists who set fashion trends with their hairstyles usually work in New York City, Los Angeles, and other centers of fashion and performing arts.

Training, Other Qualifications, and Advancement

Although all States require cosmetologists to be licensed, the qualifications necessary to obtain a license vary. Generally, a person must have graduated from a State-approved cosmetology school, pass a physical examination, and be at least 16 years old. In addition, States have varying education requirements--some have no requirements, while others require graduation from high school. In some States completion of an apprentice training program can substitute for graduation from a cosmetology school, but very few cosmetologists learn their skills in this way.

Cosmetology instruction is offered in both public and private vocational schools, in either daytime or evening classes.

A daytime course usually takes 6 months to 1 year to complete; an evening course takes longer. Many public school programs include the academic subjects needed for a high school diploma and last 2 to 3 years. An apprenticeship program usually lasts 1 or 2 years.

Both public and private programs include classroom study, demonstrations, and practical work. Most schools provide students with the necessary hair dressing implements, such as manicure implements, combs, scissors, razors, and hair rollers, and include their cost in the tuition fee. Sometimes students must purchase their own. Beginning students work on manikins or on each other. Once they have gained some experience, students practice on patrons in school "clinics."

After graduating from a cosmetology program, students take the State licensing examination. The examination consists of a written test and a practical test in which applicants demonstrate their ability to provide the required services. In some States, an oral examination is included and the applicant is asked to explain the procedures he or she is following while taking the practical test. In some States, a separate examination is given for persons who want only a manicurist's license. Some States have reciprocity agreements that allow a cosmetologist licensed in one State to work in another without reexamination.

Persons who want to become cosmetologists must have finger dexterity and a sense of form and artistry. They should enjoy dealing with the public and be willing and able to follow patrons'

instructions. Because hairstyles are constantly changing, cosmetologists must keep abreast of the latest fashions and beauty techniques. Business skills are important for those who plan to operate their own salons.

Many schools help their students find jobs. During their first months on the job, new cosmetologists are given relatively simple tasks, such as giving manicures or shampoos, or are assigned to perform the simpler hairstyling patrons. Once they have demonstrated their skills, they are gradually permitted to perform the more complicated tasks such as hair coloring and permanent waving.

Advancement usually is in the form of higher earnings as cosmetologists gain experience and build a steady clientele, but many manage large salons or open their own after several years of experience. Some teach in cosmetology schools or use their knowledge and skill to demonstrate cosmetics in department stores. A few work as examiners for State cosmetology boards.

Employment Outlook

Employment of cosmetologists is expected to grow about as fast as the average for all occupations through the 1980's as the population increases and the number of working women rises. The trend to hairstyling for men also creates a demand for these workers because many men go to unisex shops or beauty salons for styling services. In addition to openings due to growth in the demand for cosmetologists, thousands of cosmetologists will be needed each year to replace those who die, retire, or leave the occupation.

Despite rising demand, jobseekers may face keen competition for the position of their choice. If current trends continue, trained cosmetologists will outnumber job openings by almost 2 to 1. However, numerous openings should be available for part-time work.

Sources of Additional Information

A list of approved training schools and licensing requirements can be obtained from State boards of cosmetology or from: Cosmetology Accrediting Commission, 1735 K St., NW., Suite 1108, Washington, D.C. 20006. Additional information about careers in cosmetology and State licensing requirements is available from: National Beauty Career Center, 3839 White Plains Rd., Bronx, N.Y. 10467. National Hairdressers and Cosmetologists Association, 3510 Olive St., St. Louis, Mo. 63103. For general information about the occupation, contact: Barbers, Beauticians, and Allied Industries International Association, 7050 West Washington St., Indianapolis, Ind. 46241. National Association of Cosmetology Schools, 808 Main St., Boonton, N.J. 07005.

*Occupational Outlook Handbook, 1980-81 Edition

*Related Occupations

237.367-038 RECEPTIONIST

Receives callers at establishment, determines nature of business, and directs callers to destination. Obtains caller's name and arranges for appointment with person called upon. Directs caller to destination and records name, time of call, nature of business, and person called upon. May issue visitor's pass when required. May make future appointments and answer inquiries. May perform a variety of clerical duties and other duties pertinent to type of establishment. May collect and distribute mail and messages.

332.271-010 COSMETOLOGIST

Provides beauty services for customers. Analyzes hair to ascertain condition of hair. Applies bleach, dye, tint, using applicator or brush, to color customer's hair, first applying solution to portion of customer's skin to determine if customer is allergic to solution. Shampoos hair and scalp with water, liquid soap, dry powder, or egg, and rinses hair with vinegar, water, lemon, or prepared rinses. Massages scalp and gives other hair and scalp-conditioning treatments for hygienic or remedial purposes. (SCALP-TREATMENT OPERATOR(per. ser.)). Styles hair by blowing, cutting, trimming, and tapering, using clippers, scissors, razors, and blow-wave gun. Suggests coiffure according to physical features of patron and current styles, or determines coiffure from instructions of patron. Applies water or waving solution to hair and winds hair around rollers, or pin curls and finger waves hair. Sets hair by blow-dry or natural-set, or presses hair with straightening comb. Suggests cosmetics for conditions, such as dry or oily skin and lubricate tissues. Performs other beauty services, such as massaging face or neck, shaping and coloring eyebrows or eyelashes, removing unwanted hair, and waving or curling hair. Cleans, shapes, and polishes fingernails and toenails (MANICURIST (per. ser.)). May be designated according to beauty service provided as FACIAL OPERATOR (per. ser.); FINGER WAVER (per. ser.); HAIR COLORIST (per. ser.); HAIR TINTER (per. ser.); MARCELLER (per. ser.); PERMANENT WAVER (per. ser.); SHAMPOOER (per. ser.).

---

*From D.O.T.

## EMPLOYABILITY SKILLS

In addition to the aptitudes, abilities, interests, physical requirements and job skills listed in the preceding Description of Occupation, employability skills exert a great deal of influence on a person's ability to get and keep a job. Surveys indicate that more people lose their jobs because of poor attitudes toward their job than for lack of job skills. For this reason it is important that information concerning the following employability skills be provided as an ongoing part of the program.

1. Getting a job
   a. Filling out job applications
   b. Developing a resume
   c. Preparing for a job interview

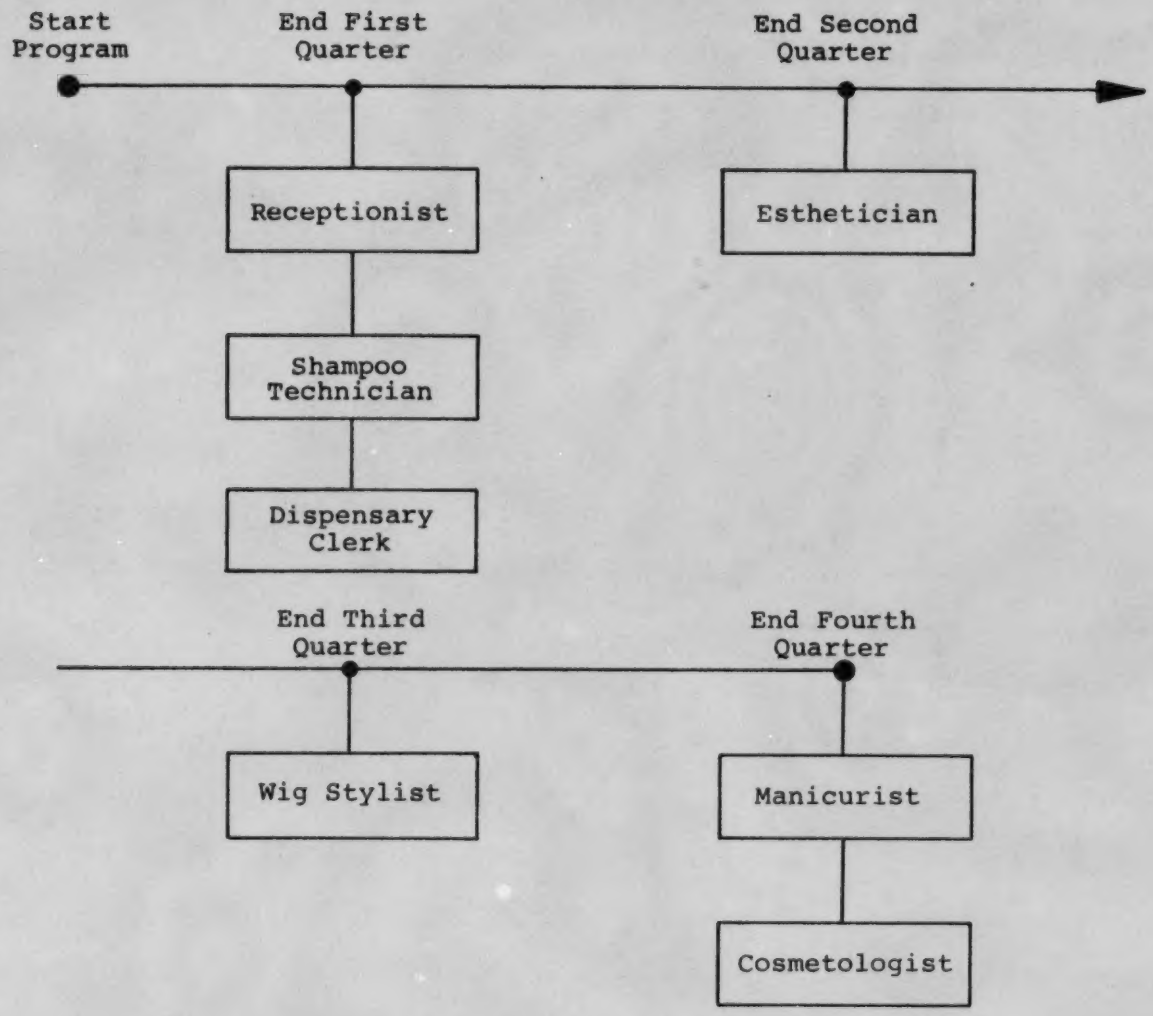
2. Keeping a job
   a. Be on time and regular in attendance
   b. Maintain a fair share of the work-load
   c. Work without supervision
   d. Meet production schedules
   e. Properly care for and use equipment
   f. Dress appropriately for the job
   g. Maintain good personal hygiene
   h. Develop and maintain good communication with supervisors and co-workers

## EXIT POINTS

The diagram on the following page is based on the suggested course outline structure. It graphically illustrates the points in cosmetology where the student should have acquired the competencies necessary for entry level employment into the job classifications indicated. In many cases, by the time students reach an exit point (due to state license requirements) they may have acquired many competencies in addition to those required for the specific job classification.

The course outline is structured to teach job entry skills in the field of cosmetology, primarily in the State of Georgia. In order to accomplish this the course outline contains not only those skills and knowledge necessary to satisfy the requirements of the State of Georgia, but also those skills, knowledge and attitudes needed to be successful in a service occupation. Emphasis is placed on the individual's personality and abilities needed in meeting and working closely with their patrons.

The task listing by D.O.T. code indicates the entry level skills (tasks) required for the student to be considered employable in a specific occupation. If the local program is individualized it should be relatively easy to move a potential program leaver (drop out) into those skills (tasks) which would qualify the student for one of the listed occupations.


Start Program
End First Quarter
End Second Quarter
Receptionist
Esthetician
Shampoo Technician
Dispensary Clerk
End Third Quarter
End Fourth Quarter
Wig Stylist
Manicurist
Cosmetologist

## TASK LISTING BY D.O.T. CODE

The tasks are listed in this section in a matrix format that cross references them with the applicable D.O.T. codes for the exit point occupational titles. Each task is identified with one or more of the exit point occupational titles. This information may be used to make specific determination as to when a student has developed the necessary skills to qualify for an exit point. This information is particularly useful in preparing early leavers to meet the requirements for a specific occupational title.

## TASK LISTING BY DOT CODE

Cosmetology

| TASK NO. | TASK NAME | POSSIBLE EXIT POINTS: DOT DESCRIPTIONS | Shampoo Technician | Manicurist | Cosmetologist | Esthetician | Receptionist | Dispensary Clerk | Wig Stylist | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | DOT NO. | | | 332.271-010 | | 237.367-038 | | | | | | |
| 01 | Becoming Oriented to the Field of Cosmetology | | X | X | X | X | X | X | X | | | | |
| 02 | Developing Working Relationships | | X | X | X | X | X | X | X | | | | |
| 03 | Making Clockwise and Counter-Clockwise Shapings | | | X | X | | | | X | | | | |
| 04 | Finger Waving | | | X | X | | | | X | | | | |
| 05 | Setting Pin Curls to Achieve Desired Pattern | | | X | X | | | | X | | | | |
| 06 | Selecting Basic Roller Patterns | | | X | X | | | | X | | | | |
| 07 | Setting Roller Curls | | | X | X | | | | X | | | | |
| 08 | Waving and Curling Hair with Curling Irons and Blow Dryers | | | X | X | | | | X | | | | |
| 09 | Performing Sanitation and Sterilization Procedures | | X | X | X | X | X | X | X | | | | |
| 10 | Identifying the Functions, Characteristics and Composition of Hair | | X | X | X | | | | | | | | |
| 11 | Shampooing a Patron's Hair and Applying Hair Rinses | | X | X | X | | | | | | | | |
| 12 | Styling Hair (basic) | | | X | X | | | | X | | | | |
| 13 | Conditioning Damaged Hair and Giving Scalp Treatments | | X | X | X | | | | | | | | |
| 14 | Identifying the Parts and Functions of the Skin and Scalp and Recognizing the Disorders | | | X | X | | | | | | | | |
| 15 | Manicuring and Pedicuring Nails | | | X | X | | | | | | | | |
| 16 | Creating Ridge Curls and Skip Waves | | | X | X | | | | | | | | |
| 17 | Giving a Basic Scissors Cut | | | X | X | | | | | | | | |

## TASK LISTING BY DOT CODE

Cosmetology

| TASK NO. | TASK NAME | POSSIBLE EXIT POINTS: DOT DESCRIPTIONS | Shampoo Technician | Manicurist | Cosmetologist | Esthetician | Receptionist | Dispensary Clerk | Wig Stylist | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | DOT NO. | | | 332.271-010 | | 237.367-038 | | | | | | |
| 18 | Giving a Precision Hair Cut | | | X | X | | | | | | | | |
| 19 | Styling Hair (advanced) | | | X | X | | | | | | | | |
| 20 | Determining Porosity of Hair | | | X | X | | | | | | | | |
| 21 | Giving a Permanent Wave | | | X | X | | | | | | | | |
| 22 | Giving Special Purpose Permanent Waves | | | X | X | | | | | | | | |
| 23 | Relaxing Hair with Chemicals | | | X | X | | | | | | | | |
| 24 | Pressing Overly-Curly Hair | | | X | X | | | | | | | | |
| 25 | Applying Temporary Hair Coloring | | X | X | X | | | | X | | | | |
| 26 | Applying Semi-Permanent Hair Color | | | X | X | | | | X | | | | |
| 27 | Applying Permanent Hair Colors | | | X | X | | | | X | | | | |
| 28 | Administering a Predisposition and Metallic Salts Test | | X | X | X | | | | | | | | |
| 29 | Selecting Colors for a Patron's Hair | | | X | X | | | | X | | | | |
| 30 | Applying Hair Lighteners to Virgin Hair | | | X | X | | | | X | | | | |
| 31 | Retouching Prelightened Hair | | | X | X | | | | | | | | |
| 32 | Frosting, Streaking and Tipping | | | X | X | | | | X | | | | |
| 33 | Creating Special Effects with Hair Coloring | | | X | X | | | | X | | | | |
| 34 | Detecting and Correcting Problems Relating to Hair Coloring | | | X | X | | | | | | | | |
| 35 | Giving Facials | | | X | X | X | | | | | | | |
| 36 | Arching Eyebrows | | | X | X | X | | | | | | | |
| 37 | Applying Facial Make-up | | | X | X | X | | | | | | | |
| 38 | Tinting Lashes and Brows | | | X | X | | | | | | | | |

## TASK LISTING BY DOT CODE

Cosmetology

| TASK NO. | TASK NAME | POSSIBLE EXIT POINTS: DOT NO. | DOT DESCRIPTIONS: Shampoo Technician | Manicurist | Cosmetologist | Esthetician | Receptionist | Dispensary Clerk | Wig Stylist | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 332.271-010 | | 237.367-038 | | | | | | |
| 39 | Cleaning and Styling Wigs | | | X | X | | | | X | | | | |
| 40 | Removing Unwanted Hair | | | X | X | | | | | | | | |
| 41 | Applying Anatomy and Physiology Concepts | | | X | X | | | | | | | | |
| 42 | Using Electricity in Cosmetology | | | X | X | | | | | | | | |
| 43 | Applying Basic Chemistry Concepts | | | X | X | | | | | | | | |
| 44 | Managing the Hair Salon | | | X | X | | | | | | | | |
| 45 | Preparing for the State Board of Cosmetology Exam | | | X | X | | | | | | | | |

# SECTION IV

## CURRICULUM STRUCTURE & COURSE OUTLINE

## CURRICULUM STRUCTURE

The following two examples of curriculum structures are provided to illustrate different ways a cosmetology curriculum may be structured. These examples are not intended to imply there are no other ways to structure the curriculum.

Both alternatives are based on the curriculum outline suggested by the individualized curriculum materials produced by the Georgia Department of Education. The time estimates for each alternative is based on the State Board Requirements for Cosmetology programs. One alternative is designed to be implemented by schools using a quarter reporting system. The other is based on the semester system.

License requirements for cosmetologists in Georgia require a minimum of 1500 hours of study and laboratory experiences. Also, minimum numbers of these hours must be spent in specific areas of the curriculum. To meet these requirements and to exit a student eligible to take the State Board Examination, the typical high school cosmetology program will need to run three hours per day for three consecutive years. Therefore the suggested curriculum structure makes use of three hour blocks. Instructors who use the program with two hour blocks and who do not intend to exit students fully prepared to take the State Board Examination will need to make adjustments.

Hopefully instructors and schools who do not fully prepare students to take the State Board Examination will make articulation arrangements with local post-secondary cosmetology programs. This would allow students to begin their studies on the

secondary level and complete them on the post-secondary level without time-consuming repetition. Instructors should also be aware of exit options which do not require completion of the entire program (i.e. shampoo technician, esthetician, receptionist).

## COSMETOLOGY CURRICULUM STRUCTURE

### Alternative One - Quarter Approach

| Course Number | | Clock Hours Theory | Clock Hours Practice |
|---|---|---|---|
| | **First Quarter** | | |
| | Orientation | 7 | |
| | Curriculum Outline | | |
| | Rules-Regulations | | |
| | Charm, Desk-Lab | 21 | 32 |
| | Visual Poise | | |
| | Personal Development | | |
| | Professional Ethics | | |
| | Hygiene and Good Grooming | | |
| | Shop Hygiene | | |
| | Hairdressing | 24 | 38 |
| | Shampoo | | |
| | Pin Curls | | |
| | Theory and Other | 24 | 34 |
| | Safety | | |
| | Skin-Scalp | | |
| | Hair | | |
| | Additional Instruction | | |
| | | 76 | 104 |
| | Total: | 180 | |
| | **Second Quarter** | | |
| | Hairstyling | 56 | 65 |
| | Basic Roller | | |
| | Basic Hair Style | | |
| | Shapings | | |
| | Shampoo | | |
| | Haircutting | 15 | 20 |
| | Basic | | |
| | Facials and Manicures | 15 | 8 |
| | Manicure | | |
| | | 87 | 93 |
| | Total: | 180 | |
| | **Third Quarter** | | |
| | Hairdressing | 36 | 66 |
| | Setting Head | | |
| | Shapings | | |
| | Fingerwave | | |
| | Roller Curls and Skipwaves | | |

| Course Number | | Clock Hours Theory | Practice |
|---|---|---|---|
| | Chemical Relaxing and Permanent Waves | 18 | 30 |
| | Chemical Relaxing | | |
| | Rolling Permanents | | |
| | Haircutting | | 3 |
| | Basic | | |
| | Facials and Manicures | | 3 |
| | Manicure | | |
| | Scalp and Hair Treatment | 15 | 9 |
| | Hair Conditioning | | |
| | Scalp Treatment | | |
| | | 69 | 111 |
| | Total: | 180 | |

Fourth Quarter

| | | | |
|---|---|---|---|
| | Orientation | 1 | |
| | Rules-Regulations | | |
| | Charm, Desk-Lab | 5 | 6 |
| | Receptionist | | |
| | Shop Hygiene | | |
| | Hairdressing | 12 | 18 |
| | Pin Curls | | |
| | Shampoo | | |
| | Chemical Relaxing and Permanent Waves | 42 | 45 |
| | Chemical Relaxing | | |
| | Giving Permanents | | |
| | Special Problems | | |
| | Haircutting | 15 | 21 |
| | Basic | | |
| | Facials and Manicures | | 3 |
| | Manicure | | |
| | Theory and Other | | 12 |
| | Additional Instruction | | |
| | Clinic | | |
| | | 75 | 105 |
| | Total: | 180 | |

Fifth Quarter

| | | | |
|---|---|---|---|
| | Hairdressing | 6 | 7 |
| | Setting Iron | | |
| | Blow Dry | | |
| | Chemical Relaxing and Permanent Wave | | 15 |
| | Giving Permanent | | |
| | Haircutting | | 14 |
| | Basic | | |
| | Hair Color and Lightening | 30 | 67 |
| | Introduction to Hair Color | | |
| | Temporary Color | | |
| | Semi-Permanent Color | | |

| Course Number | | Clock Hours Theory | Clock Hours Practice |
|---|---|---|---|
| | Section Procedure | | |
| | Color Selection | | |
| | Permanent Color | | |
| | Predisposition and Metallic Salts Test | | |
| | Facials and Manicures | 3 | 12 |
| | Lash Brow Tint | | |
| | Manicure | | |
| | Theory and Other | | 26 |
| | Additional Instruction | | |
| | Clinic | | |
| | | 39 | 141 |
| | Total: | 180 | |
| | **Sixth Quarter** | | |
| | Charm, Desk-Lab | 1 | |
| | Sales | | |
| | Hairdressing | 18 | 17 |
| | Thermal | | |
| | Waving | | |
| | Pin Curls | | |
| | Chemical Relaxing and Permanent Waves | 3 | 15 |
| | Giving Permanents | | |
| | Haircutting | 6 | 15 |
| | Precision | | |
| | Hair Color and Lightening | 36 | 50 |
| | Hair Lightening | | |
| | Retouching | | |
| | Frosting | | |
| | Problems | | |
| | Facials and Manicures | | 3 |
| | Manicure | | |
| | Theory and Other | | 18 |
| | Clinic | | |
| | | 64 | 118 |
| | Total: | 180 | |
| | **Seventh Quarter** | | |
| | Orientation | | 1 |
| | Rules-Regualtions | | |
| | Hairdressing | 26 | 26 |
| | Advanced | | |
| | Wigs and Hair Pieces | | |
| | Chemical Relaxing and Permanent Wave | 12 | 15 |
| | Chemical Relaxing | | |
| | Haircutting | 6 | 9 |
| | Precision | | |
| | Hair Color and Lightening | | 6 |
| | Problems in Hair Color | | |
| | Facials and Manicures | 18 | 30 |

| Course Number | | Clock Hours Theory | Practice |
|---|---|---|---|
| | Facials<br>Facial Make-up<br>Eyebrow Area<br>Manicure | | |
| | Scalp and Hair Treatment<br>Conditioning<br>Scalp Treatment | | 2 |
| | Theory and Other<br>Clinic | | 29 |
| | | 62 | 118 |
| | Total: | 180 | |

Eighth Quarter

| | | | |
|---|---|---|---|
| | Hairdressing<br>Advanced | 6 | 11 |
| | Chemical Relaxing and Permanent Waves<br>Giving Permanents<br>Chemical Relaxing | 12 | 29 |
| | Haircutting<br>Advanced Cutting | 6 | 18 |
| | Hair Color and Lightening<br>Advanced Hair Color | 9 | 12 |
| | Facials and Manicures<br>Superfluous Hair Removed<br>Manicure | 6 | 6 |
| | Theory and Other<br>Anatomy and Physiology<br>Chemistry Review<br>Clinic | 9 | 56 |
| | | 48 | 132 |
| | Total: | 180 | |

Ninth Quarter

| | | | |
|---|---|---|---|
| | Charm, Desk-Lab<br>Review Shop Hygiene | | 3 |
| | Hairdressing<br>Review Shapings | 3 | 3 |
| | Chemical Relaxing and Permanent Waves<br>Review Permanents<br>Review Chemical Relaxing | 6 | 6 |
| | Haircutting<br>Review Cutting | 3 | 6 |
| | Hair Color and Lightening<br>Review Color and Bleach | 6 | 12 |
| | Facials and Manicures<br>Review Facials and Manicures | 3 | 6 |
| | Theory and Other<br>Electricity<br>State Board Review | 18 | 105 |

| Course Number | | Clock Hours Theory | Clock Hours Practice |
|---|---|---|---|
| | Review Anatomy | | |
| | Review Physiology | | |
| | Clinic | | |
| | | 39 | 141 |
| | Total: | 180 | |
| | Total: | 1620 | |

## COSMETOLOGY CURRICULUM STRUCTURE

### Alternative Two - Semester Approach

| Course Number | | Clock Hours Theory | Practice |
|---|---|---|---|
| | **First Semester** | | |
| | Orientation | 7 | |
| | Curriculum Outline | | |
| | Rules-Regulations | | |
| | Charm, Desk-Lab | 21 | 32 |
| | Visual Poise | | |
| | Personal Development | | |
| | Professional Ethics | | |
| | Hygiene and Good Grooming | | |
| | Shop Hygiene | | |
| | Hairdressing | 69 | 83 |
| | Shampoo | | |
| | Pin Curls | | |
| | Basic Roller | | |
| | Basic Hair Style | | |
| | Theory and Other | 24 | 34 |
| | Safety | | |
| | Skin-Scalp | | |
| | Hair | | |
| | Additional Instruction | | |
| | | 121 | 149 |
| | Total: | 270 | |
| | **Second Semester** | | |
| | Hairdressing | 45 | 89 |
| | Shaping | | |
| | Shampoo | | |
| | Setting Head | | |
| | Shapings | | |
| | Finger Wave | | |
| | Roller Curls and Skip Waves | | |
| | Chemical Relaxing | 18 | 30 |
| | Chemical Relay | | |
| | Roller Permanent | | |
| | Haircutting | 15 | 23 |
| | Basic | | |
| | Facials and Manicures | 15 | 11 |
| | Manicure | | |
| | Scalp and Hair Treatment | 15 | 9 |
| | Hair Conditioning | | |
| | Scalp Treatment | | |
| | | 108 | 162 |
| | Total: | 270 | |

| Course Number | | Clock Hours Theory | Clock Hours Practice |
|---|---|---|---|
| | **Third Semester** | | |
| | Orientation | 1 | |
| | Rules-Regulations | | |
| | Charm, Desk-Lab | 5 | 6 |
| | Receptionist | | |
| | Shop Hygiene | | |
| | Hairdressing | 18 | 25 |
| | Pin Curls | | |
| | Shampoo | | |
| | Setting Iron | | |
| | Blow Dryer | | |
| | Chemical Relaxing and Permanent Waves | 42 | 60 |
| | Chemical Relaxing | | |
| | Giving Permanents | | |
| | Special Problems | | |
| | Haircutting | 15 | 26 |
| | Basic | | |
| | Hair Color and Lightening | 21 | 36 |
| | Introduction to Hair Color | | |
| | Temporary Color | | |
| | Semi-Permanent Color | | |
| | Color Selection Procedures | | |
| | Sectioning Procedures | | |
| | Facials and Manicures | | 3 |
| | Manicure | | |
| | Theory and Other | | 12 |
| | Additional Instruction | | |
| | Clinic | | |
| | | 102 | 168 |
| | Total: | 270 | |
| | **Fourth Semester** | | |
| | Charm, Desk-Lab | 1 | |
| | Sales | | |
| | Hairdressing | 18 | 17 |
| | Thermal | | |
| | Waving | | |
| | Pin Curls | | |
| | Chemical Relaxing and Permanent Waves | 3 | 15 |
| | Giving Permanents | | |
| | Haircutting | 6 | 15 |
| | Precision | | |
| | Hair Color and Lightening | 45 | 88 |
| | Color Selection | | |
| | Permanent Coloring | | |
| | Metallic Salts and Predisposition Tests | | |
| | Hair Lightening | | |
| | Retouching | | |

| Course Number | | Clock Hours Theory | Practice |
|---|---|---|---|
| | Frosting<br>Problems | | |
| | Facials and Manicures<br>Lash Brow Tint<br>Manicure | 3 | 15 |
| | Theory and Other<br>Additional Instruction<br>Clinic | | 44 |
| | | 76 | 194 |
| | Total: | 270 | |

Fifth Semester

| | | | |
|---|---|---|---|
| | Orientation<br>Rules-Regulations | | 1 |
| | Hairdressing<br>Advanced<br>Wigs and Hair Pieces | 32 | 37 |
| | Chemical Relaxing and Permanent Wave<br>Chemical Relaxing<br>Giving Permanents | 24 | 44 |
| | Haircutting<br>Precision Haircutting<br>Advanced Haircutting | 12 | 27 |
| | Hair Color and Lightening<br>Problems in Hair Color<br>Advanced Hair Coloring | 9 | 6 |
| | Facials and Manicures<br>Facials<br>Facial Make-up<br>Eyebrow Area<br>Manicure | 18 | 30 |
| | Scalp and Hair Treatment<br>Conditioning<br>Scalp Treatment | | 2 |
| | Theory and Other<br>Clinic | | 28 |
| | | 95 | 175 |
| | Total: | 270 | |

Sixth Semester

| | | | |
|---|---|---|---|
| | Charm, Desk-Lab<br>Review Shop Hygiene | | 3 |
| | Hairdressing<br>Review Shapings | 3 | 3 |
| | Chemical Relaxing and Permanent Waves<br>Review Permanents<br>Review Chemical Relaxing | 6 | 6 |
| | Haircutting | 3 | 6 |

| Course Number | | Clock Hours Theory | Clock Hours Practice |
|---|---|---|---|
| | Review Cutting | | |
| | Hair Color and Lightening | 6 | 24 |
| | Review Color and Bleach | | |
| | Advanced Hair Coloring | | |
| | Facials and Manicures | 9 | 12 |
| | Review Facials and Manicures | | |
| | Superfluous Hair Removal | | |
| | Manicure | | |
| | Theory and Other | 36 | 153 |
| | Electricity | | |
| | State Board Review | | |
| | Review Anatomy | | |
| | Review Physiology | | |
| | Chemistry | | |
| | Clinic | | |
| | | 63 | 207 |
| | Total: | 270 | |
| | Total: | 1620 | |

COURSE OUTLINE

The sample course outline is to be used as an example to facilitate the development of alternative outlines for the individual learner. However, the listing of the tasks within a quarter is not meant to indicate a required sequence or pattern. Many of the tasks are independent of each other, therefore, allowing a student or groups of students to begin the quarter at different points. This allows better coordination of the laboratory hours and the learning objectives may be selected according to the type of laboratory practice available. The specific information required to teach the skills and related cosmetology theory for each unit/task is included on the corresponding unit sheet in the Unit Guide section.

The time estimations are a minimum amount of time required and should be extended according to the learner's individual needs. The laboratory hours may be rearranged according to the needs of the learners and to any constraints imposed due to live work policies.

Exit points have been identified for three of the four quarters and are listed in chart form (refer to the table of contents). In addition the exit points are identified in the Task Listing by D.O.T. Code. This will provide a means for employment for learners who master the skills but not the theory such as in the case of a shampooer or wig stylist. A competency record of all the tasks the learner can perform safely may be given to the prospective employers. These exit points can help improve problems for schools and should prevent a feeling of failure for learners who do not complete the entire program.

## Suggested Course Outline Structure for Cosmetology

Note: Theory hours represent the typical amount of time spent in the classroom for each task. Practice hours represent the amount of time a student spends in performing hands-on activities related to previously studied theory. It should be noted that practice hours may include activities related directly to theory studied in previous quarters as well. For example Haircutting is not listed as a theory activity in Quarter III, but, students may actually be very involved in the activity from a "hands on" stand point. The local school situation and the availability of patrons will dictate the practice portion of this outline.

### Semester I

| Unit | | Theory Hours |
|---|---|---|
| | Competency: Demonstrating Employability Skills in Cosmetology | |
| 01 | Becoming Oriented to the Field of Cosmetology | 9 |
| 02 | Developing Working Relationships | 21 |
| | Competency: Sanitizing Equipment | |
| 09 | Performing Sanitation and Sterilization Procedures | 5 |
| | Competency: Styling Hair | |
| 07 | Setting Roller Curls | 27 |
| 05 | Setting Pin Curls to Achieve Desired Style | 9 |
| 12 | Styling Hair (basic) | 12 |
| | Semester I Theory Hours: | 83 |
| | Practice Hours: | 187 |
| | Total Semester Hours: | 270 |

### Semester II

| | | |
|---|---|---|
| | Competency: Styling Hair | |
| 03 | Making Clockwise and Counter-Clockwise Shapings | 12 |
| 06 | Selecting Basic Roller Patterns | 6 |
| 04 | Finger Waving | 15 |
| 16 | Creating Ridge Curls and Skip Waves | 6 |
| 05 | Setting Pin Culrs to Achieve Desired Style | 9 |

| Unit | | Theory Hours |
|---|---|---|
| | Competency: Cutting Hair | |
| 17 | Giving a Basic Scissors Cut | 15 |
| | Competency: Manicuring | |
| 15 | Manicuring and Pedicuring Nails | 15 |
| | Competency: Treating Hair, Skin, and Scalp Disorders | |
| 14 | Identifying the Parts and Functions of the Skin and Scalp and Recognizing the Disorders | 9 |
| 10 | Identifying the Functions, Characteristics and Composition of Hair | 10 |
| | Semester II Theory Hours: | 97 |
| | Practice Hours: | 173 |
| | Total Semester Hours: | 270 |

Semester III

| | | |
|---|---|---|
| | Competency: Styling Hair | |
| 11 | Shampooing a Patrons Hair and Applying Hair Rinses | 3 |
| 08 | Waving and Curling Hair with Curling Irons and Blow Dryers | 6 |
| | Competency: Chemical Relaxing and Permanent Waves | |
| 20 | Determining Porosity of Hair | 5 |
| 23 | Relaxing Hair with Chemicals | 18 |
| 21 | Giving a Permanent Wave | 39 |
| 22 | Giving a Special Purpose Permanent Wave | 3 |
| | Competency: Cutting Hair | |
| 17 | Giving a Basic Scissors Cut | 15 |
| | Semester III Theory Hours: | 89 |
| | Practice Hours: | 181 |
| | Total Semester Hours: | 270 |

## Semester IV

| Unit | | Theory Hours |
|---|---|---|
| | **Competency: Demonstrating Employability Skills in Cosmetology** | |
| 01 | Becoming Oriented to the Field of Cosmetology | 1 |
| 02 | Developing Working Relationships | 5 |
| | **Competency: Treating Hair, Skin, and Scalp Disorders** | |
| 13 | Conditioning Damaged Hair and Giving Scalp Treatments | 15 |
| | **Competency: Coloring Hair** | |
| 28 | Administering a Predisposition and Metallic Salts Test | 3 |
| 25 | Applying Temporary Hair Coloring | 3 |
| 29 | Selecting Colors for a Patrons Hair | 3 |
| 26 | Applying Semi-Permanent Hair Color | 3 |
| 27 | Applying Permanent Hair Colors | 10 |
| 30 | Applying Hair Lighteners to Virgin Hair | 15 |
| 31 | Retouching Prelightened Hair | 9 |
| 32 | Frosting, Streaking and Tipping | 6 |
| 34 | Detecting and Correcting Problems Relating to Hair Coloring | 6 |
| | **Competency: Facials** | |
| 38 | Tinting Lashes and Brows | 3 |
| 35 | Giving Facials | 9 |
| | Semester IV Theory Hours: | 91 |
| | Practice Hours: | 179 |
| | Total Semester Hours: | 270 |

## Semester V

| | | |
|---|---|---|
| | **Competency: Facials** | |
| 37 | Applying Facial Make-up | 10 |
| 36 | Arching Eyebrows | 3 |
| | **Competency: Styling Hair** | |
| 05 | Setting Pin Curls to Achieve Desired Style | 3 |
| 08 | Waving and Curling Hair with Curling Irons and Blow Dryers | 15 |
| 24 | Pressing Overly Curly Hair | 5 |
| 03 | Making Clockwise and Counter-Clockwise Shapings | 3 |

| Unit | | Theory Hours |
|---|---|---|
| 19 | Styling Hair (advanced) | 6 |
| | Competency: Chemical Relaxing and Permanent Waves | |
| 21 | Giving a Permanent Wave | 12 |
| 23 | Relaxing Hair with Chemicals | 21 |
| | Competency: Cutting Hair | |
| 17 | Giving a Basic Scissors Cut | 6 |
| 18 | Giving a Precision Hair Cut | 3 |
| | Semester V Theory Hours: | 87 |
| | Practice Hours: | 183 |
| | Total Semester Hours: | 270 |

Semester VI

| | | |
|---|---|---|
| | Competency: Coloring Hair | |
| 33 | Creating Special Effects with Hair Coloring | 6 |
| 34 | Detecting and Correcting Problems Related to Hair Coloring | 6 |
| 27 | Applying Permanent Hair Colors | 6 |
| | Competency: Manicuring | |
| 15 | Manicuring and Pedicuring Nails | 6 |
| | Competency: Removing Unwanted Hair | |
| 40 | Removing Unwanted Hair | 3 |
| | Competency: Using Electricity in Cosmetology | |
| 42 | Using Electricity in Cosmetology | 5 |
| | Competency: Applying Basic Chemistry, Anatomy, and Physiology Concepts | |
| 41 | Applying Anatomy and Physiology Concepts | 25 |
| 43 | Applying Basic Chemistry Concepts | 9 |
| | Competency: Managing the Hair Salon | |
| 44 | Managing the Hair Salon | 7 |

| Unit | | Theory Hours |
|---|---|---|
| | Competency: Preparing for the State Board of Cosmetology Examination | |
| 45 | Preparing for the State Board of Cosmetology Examination | 6 |
| | Competency: Cleaning and Styling Wigs | |
| 39 | Cleaning and Styling Wigs | 12 |
| | Semester VI Theory Hours: | 91 |
| | Practice Hours: | 179 |
| | Total Semester Hours: | 270 |

## Suggested Course Outline Structure for Cosmetology

Note: Theory hours represent the typical amount of time spent in the classroom for each task. Practice hours represent the amount of time a student spends in preforming hands-on activities related to previously studied theory. It should be noted that practice hours may include activities related directly to theory studied in previous quarters as well. For example Hair Cutting is not listed as a theory activity in Quarter III, but, students may actually be very involved in the activity from a "hands-on" stand point. The local school situation and the availability of patrons will dictate the practice portion of this outline.

### Quarter I

| Unit | | Theory Hours |
|---|---|---|
| | Competency: Demonstrating Employability Skills in Cosmetology | |
| 01 | Becoming Oriented to the Field of Cosmetology | 9 |
| 02 | Developing Working Relationships | 21 |
| | Competency: Sanitizing Equipment | |
| 09 | Performing Sanitation and Sterilization Procedures | 5 |
| | Competency: Styling Hair | |
| 06 | Selecting Basic Roller Patterns | 27 |
| | Quarter I Theory Hours: | 62 |
| | Practice Hours: | 118 |
| | Total Quarter Hours: | 180 |

### Quarter II

| | | |
|---|---|---|
| | Competency: Styling Hair | |
| 05 | Setting Pin Curls to Achieve Desired Style | 9 |
| 07 | Setting Roller Curls | 9 |
| 12 | Styling Hair (basic) | 12 |
| 03 | Making Clockwise and Counter-Clockwise Shapings | 12 |
| 06 | Selecting Basic Roller Patterns | 6 |
| | Competency: Cutting Hair | |
| 17 | Giving a Basic Scissors Cut | 15 |

| Unit | | Theory Hours |
|---|---|---|
| | Quarter II Theory Hours: | 63 |
| | Practice Hours: | 117 |
| | Total Quarter Hours: | 180 |

## Quarter III

**Competency: Manicuring**

| | | |
|---|---|---|
| 15 | Manicuring and Pedicuring Nails | 15 |

**Competency: Treating Hair, Skin and Scalp Disorders**

| | | |
|---|---|---|
| 14 | Identifying the Parts and Functions of the Skin and Scalp and Recognizing the Disorders | 9 |
| 10 | Identifying the Functions, Characteristics and Composition of Hair | 10 |

**Competency: Styling Hair**

| | | |
|---|---|---|
| 04 | Finger Waving | 15 |
| 16 | Creating Ridge Curls and Skip Waves | 6 |
| 05 | Setting Pin Curls to Achieve Desired Style | 9 |
| | Quarter III Theory Hours: | 64 |
| | Practice Hours: | 116 |
| | Total Quarter Hours: | 180 |

## Quarter IV

**Competency: Styling Hair**

| | | |
|---|---|---|
| 11 | Shampooing a Patron's Hair and Applying Hair Rinses | 3 |
| 08 | Waving and Curling Hair with Curling Irons and Blow Dryers | 6 |

**Competency: Chemical Relaxing and Permanent Waves**

| | | |
|---|---|---|
| 20 | Determining Porosity of Hair | 5 |
| 23 | Relaxing Hair with Chemicals | 18 |
| 21 | Giving a Permanent Wave | 30 |
| | Quarter IV Theory Hours: | 62 |
| | Practice Hours: | 118 |
| | Total Quarter Hours: | 180 |

| Unit | | Theory Hours |
|---|---|---|
| | **Quarter V** | |
| | **Competency: Chemical Relaxing and Permanent Waves** | |
| 21 | Giving a Permanent Wave | 9 |
| 22 | Giving Special Purpose Permanent Waves | 3 |
| | **Competency: Cutting Hair** | |
| 17 | Giving a Basic Scissors Cut | 15 |
| | **Competency: Demonstrating Employability Skills in Cosmetology** | |
| 01 | Becoming Oriented to the Field of Cosmetology | 1 |
| 02 | Developing Working Relationships | 5 |
| | **Competency: Treating Hair, Skin and Scalp Disorders** | |
| 13 | Conditioning Damaged Hair and Giving Scalp Treatments | 15 |
| | **Competency: Coloring Hair** | |
| 28 | Administering a Predisposition and Metallic Salts Test | 3 |
| 25 | Applying Temporary Hair Coloring | 3 |
| 29 | Selecting Colors for a Patron's Hair | 3 |
| 26 | Applying Semi-Permanent Hair Color | 3 |
| | Quarter V Theory Hours: | 60 |
| | Practice Hours: | 120 |
| | Total Quarter Hours: | 180 |
| | **Quarter VI** | |
| | **Competency: Coloring Hair** | |
| 27 | Applying Permanent Hair Colors | 10 |
| 30 | Applying Hair Lighteners to Virgin Hair | 15 |
| 31 | Retouching Prelightened Hair | 9 |
| 32 | Frosting, Streaking and Tipping | 6 |
| 34 | Detecting and Correcting Problems Relating to Hair Coloring | 6 |
| | **Competency: Facials** | |
| 38 | Tinting Lashes and Brows | 3 |

| Unit | | Theory Hours |
|---|---|---|
| 35 | Giving Facials | 9 |
| | Quarter VI Theory Hours: | 58 |
| | Practice Hours: | 122 |
| | Total Quarter Hours: | 180 |

## Quarter VII

### Competency: Facials

| | | |
|---|---|---|
| 37 | Applying Facial Make-up | 10 |
| 36 | Arching Eyebrows | 3 |

### Competency: Styling Hair

| | | |
|---|---|---|
| 05 | Setting Pin Curls to Achieve Desired Style | 3 |
| 08 | Waving and Curling Hair with Curling Irons and Blow Dryers | 15 |
| 24 | Pressing Overly-Curly Hair | 5 |

### Competency: Chemical Relaxing and Permanent Waves

| | | |
|---|---|---|
| 21 | Giving a Permanent Wave | 3 |
| 23 | Relaxing Hair with Chemicals | 12 |
| | Quarter VI Theory Hours: | 51 |
| | Practice Hours: | 129 |
| | Total Quarter Hours: | 180 |

## Quarter VIII

### Competency: Styling Hair

| | | |
|---|---|---|
| 19 | Styling Hair (advanced) | 6 |
| 03 | Making Clockwise and Counter-Clockwise Shapings | 3 |

### Competency: Chemical Relaxing and Permanent Waves

| | | |
|---|---|---|
| 21 | Giving Permanent Waves | 9 |
| 23 | Relaxing Hair with Chemicals | 9 |

### Competency: Cutting Hair

| | | |
|---|---|---|
| 17 | Giving a Basic Scissors Cut | 6 |
| 18 | Giving a Precision Hair Cut | 3 |

| Unit | | Theory Hours |
|---|---|---|
| | Competency: Coloring Hair | |
| 33 | Creating Special Effects with Hair Coloring | 6 |
| 34 | Detecting and Correcting Problems Related to Hair Coloring | 6 |
| 27 | Applying Permanent Hair Colors | 6 |
| | Competency: Cleaning and Styling Wigs | |
| 39 | Cleaning and Styling Wigs | 12 |
| | Quarter VIII Theory Hours: | 66 |
| | Practice Hours: | 114 |
| | Total Quarter Hours: | 180 |
| | Quarter IX | |
| | Competency: Manicuring | |
| 15 | Manicuring and Pedicuring Nails | 6 |
| | Competency: Removing Unwanted Hair | |
| 40 | Removing Unwanted Hair | 3 |
| | Competency: Using Electricity in Cosmetology | |
| 42 | Using Electricity in Cosmetology | 5 |
| | Competency: Applying Basic Chemistry, Anatomy and Physiology Concepts | |
| 41 | Applying Anatomy and Physiology Concepts | 25 |
| 43 | Applying Basic Chemistry Concepts | 9 |
| | Competency: Managing the Hair Salon | |
| 44 | Managing the Hair Salon | 7 |
| | Competency: Preparing for the State Board of Cosmetology Examination | |
| 45 | Preparing for the State Board of Cosmetology Exam | 6 |
| | Quarter IX Theory Hours: | 61 |
| | Practice Hours: | 119 |
| | Total Hours: | 180 |

# SECTION V

## UNIT GUIDES

## UNIT GUIDES

Description

In this section the tasks to be taught in each course are presented in sequential order. Each task is listed on a separate page so that it may be taken out of the guide for daily lesson planning or regrouped with other tasks to fit the individual teacher's own preference for teaching order. The task pages may be used for planning and executing group instruction or for individualized instruction. Each page in the UNIT GUIDES section contains the following information:

TASK: This is a short and concise statement of the task to be taught.

PERFORMANCE OBJECTIVE: The performance expected of the student after completing the unit is stated in stem form, without a specific statement of all conditions, equipment, and performance standard (these are listed in a criterion referenced measure in the Evaluation section of the task page).

INSTRUCTIONAL ACTIVITIES: Suggested learning activities are presented. These activities include providing information, demonstration, use of audio-visuals, and practical applications.

INSTRUCTIONAL MATERIALS: The materials that are necessary to carry out the instructional activities are listed. These include instructional units, textbooks, audio-visuals and equipment.

EVALUATION: This section contains a criterion referenced measure (where appropriate) and reference to any test items or other evaluation measures that are available to the teacher. The criterion referenced measure contains three parts--Condition, Performance and Standard.

CLASSROOM HOURS: The estimated time for completion of the instructional activities and the evaluation are indicated. This time estimate is stated in hours of classroom time. Additional practice time will depend upon the availability of patrons.

## TASK

01 Becoming oriented to the field of cosmetology

## PERFORMANCE OBJECTIVE

Orient students to cosmetology work.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Orientation
b. Cosmetology rules and regulations
    1. Lab rules
    2. Sanitary regulations
c. Cosmetology safety
    1. Safety program
    2. General shop rules
    3. Sterilization rules
    4. Razor safety
    5. Electrical safety

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbooks (revised)
b. Scott, et al.
c. Dalton

Student Manuals:

Georgia, Units 1, 1a, 1b, and 1c

A/Vs:

Georgia, slide set 1-1, 1-2, 1-3 and 1B-1

## CLASSROOM HOURS

11

## EVALUATION (01)

Upon successful completion of this unit, the student will demonstrate knowledge of the cosemtology curriculum, safety practices and rules and regulations which govern the cosmetology field. An assessment of successful completion will be made by a written examination. The exam and score results will be placed in students' personal files and will serve as evidence of knowledge of the rules, regulations and safety practices in cosmetology.

## TASK

02 Developing working relationships

## PERFORMANCE OBJECTIVE

Develop working relationships with customers and fellow workers.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Personality development
    1. Personality
    2. Self development
b. Professional ethics
    1. Rationale
    2. Principles
c. Hygiene and good grooming
    1. Rationale
    2. Hygienic rules
    3. Maintaining good health
d. Visual poise
    1. Posture
    2. Comfort
    3. Sitting
    4. Standing
e. Salesmanship
    1. Selling principles
    2. Selling ethics

## INSTRUCTIONAL MATERIALS

Textbooks:

Standard Textbook (revised)

A/Vs:

Georgia, slide set 3-1

Student Manuals:

Georgia, Units 2a, 2b, 2c, 2d, 2e and 3

## CLASSROOM HOURS

26

## EVALUATION (02)

Upon completion of this unit the student will demonstrate, through an examination, an awareness of the importance of personality development in forming customer and worker relationships. The student will also demonstrate salesmanship and receptionist techniques in roleplaying situations.

## TASK

03 Making clockwise and counter-clockwise shapings

## PERFORMANCE OBJECTIVE

Make a clockwise and a counter-clockwise shaping on the back of a patron's head.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Procedures for clockwise and counter-clockwise shapings
b. Lotions
c. Horizontal finger waving
d. Alternate methods of finger waving
e. Vertical finger waving

Provide Demonstration On:

a. Methods for shaping
b. Methods for finger waving

Provide Practical Application On:

a. Shaping
b. Finger waving

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

Student Manuals:

a. Georgia, Unit 10
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

A/Vs:

a. Georgia, slide set 10-1
b. Hays, "Hairdressing for Beginners"

## CLASSROOM HOURS

15

**EVALUATION** (03)

a. Given a freshly shampooed patron and necessary supplies and equipment, perform clockwise and counter-clockwise shapings that are pleasing in appearance to the patron. The shapings must be completed within the professionally accepted time limits.

Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

Georgia, Written Checks, Units 10-1 and 10-2

## TASK

04 Finger Waving

## PERFORMANCE OBJECTIVE

Finger wave the hair with or without a side part.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for finger waving
b. Types of setting lotions
c. Horizontal finger waving
d. Procedure for finger waving

Provide Practical Application On:

Various types and methods of finger waves

Provide Demonstration On:

Alternatives in finger waving

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

Student Manuals:

a. Georgia, Unit 26
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion

## CLASSROOM HOURS

15

## EVALUATION (04)

a. Given a patron and necessary supplies and equipment, give a finger wave that features smooth, even waves and pleases the patron. The wave should be completed within professionally accepted time limits of 15 to 20 minutes.

Performance Guide, V-Tecs, p. 31

Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 25

Written Check
1. Milady, State Board Exam Review, p. 33
2. Dalton, State Board Exam Review, p. 229
3. Georgia, Written Checks, Unit 26-1

## TASK

05 Setting pin curls

## PERFORMANCE OBJECTIVE

Set pin curls to achieve desired style.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Parts of the pin curl
b. Types of pin curls (sculptured pin curls, flat curls, pin curl comb-outs, mobility of the curl)
c. Procedure in rolling pin curls and pinning
d. Pin curl foundations or bases (triangular, rectangular, arc, square)

Provide Demonstration On:

a. Technique of rolling and pinning
b. Different types of bases and their outcomes

Provide Practical Application On:

a. Rolling pin curls
b. Combing out pin curls

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 11-1
b. Georgia, slide set 11-2
c. Hays, "Hairdressing for Beginners"
d. Keystone, "Pin Curls"
e. Milady, "Basic Pincurling"

Student Manuals:

a. Georgia, Unit 11
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Styling lotion
c. Disinfecting solution

## CLASSROOM HOURS

18

## EVALUATION (05)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, make pin curls to achieve the desired style and to satisfy the patron. Curls should be wound smoothly and appropriately for desired style. Spot pin curls should be completed within 15 minutes and all-over pin curls should be completed within 30 minutes.

Performance Guide, V-Tecs, p. 35

Checkpoint Sheet, Domain Referenced Tests, Cosmetology Volume I: Skills, p. 42

Written Check
1. Dalton, State Board Exam Review, p. 231
2. Georgia, Written Checks, Unit II-1

## TASK

06 Setting basic roller patterns

## PERFORMANCE OBJECTIVE

Roller curl hair using basic roller patterns.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of rollers
b. Indentation and volume
c. Base and roller strand relations
d. Pinning rollers
e. Basic roller patterns (side wave, forward fluff, advanced patterns sides)

Provide Demonstration On:

a. Roller technique
b. Sectioning
c. Selecting rollers
d. Setting side patterns, top of head, nape of head crown of head

Provide Practical Application On:

a. Rolling techniques
b. Rolling with different patterns
c. Using different bases, rollers and strands
d. Selecting rollers

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 9-1
b. Georgia, slide set 9-2
c. Hays, "Hairdressing for Beginners"
d. Hays, "Hair Styles"
e. Hays, "Hairdressing Projects"

Student Manuals:

a. Georgia, Unit 9
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Styling lotion
c. Disinfecting solution

## CLASSROOM HOURS

33

**EVALUATION** (06)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, roller curl the patron's hair into the desired style. In the rolling process, the hair should be wound smoothly over rollers. Curls should be secure but not uncomfortably tight and the procedure should not exceed professionally accepted time limits of 15 to 25 minutes.

b. Performance Guide, V-Tecs, p. 36

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

d. Georgia, Written Checks, Unit 9-1

## TASK

07 Setting roller curls

## PERFORMANCE OBJECTIVE

Set roller curls to achieve desired style.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Setting hair with rollers
b. Setting hair using clockwise and counter-clockwise curls
c. Drying and combing out hair
d. Applying lotions
e. Sectioning hair
f. Selecting rollers
g. Roller bases
h. Parts of a roller curl
i. Sanitary measures to observe during roller sets

Provide Demonstration On:

a. Techniques for setting rollers for: half bang, winged bang, forward side, wave side, vertical rollers for various designs and wave patterns
b. Techniques for combing out

Provide Practical Application On:

a. Setting hair in various styles
b. Comb-outs and styling

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 12-1
b. Georgia, slide set 12-2
c. Keystone, "Introduction to Hairstyling, Roller Setting and Curative Hairstyling, Comb-out Techniques, Hairstyling to the Individual, and Hair Parting"
d. Aura filmstrips by Pivot Point International

Student Manuals:

continued on back

## CLASSROOM HOURS

27

## EVALUATION (07)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, roller curl the hair into a style which satisfies the patron. The hair should be smoothly wound over rollers. The curls should be secure but not uncomfortably tight and the procedure should be completed within professionally accepted time limits of approximately 15 to 25 minutes.

b. Performance Guide, V-Tecs, p. 36

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology Volume I: Skills, p. 42

d. Written Check
Dalton, State Board Exam Review, p. 237

INSTRUCTIONAL MATERIALS

Student Manuals:

A. Georgia, Unit 12
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Styling lotion
c. Disinfecting solutions

## TASK

08 Waving and curling hair with curling irons and blow dryers

## PERFORMANCE OBJECTIVE

Curl hair using curling irons.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Thermal waving and concepts
b. Purpose of thermal operations
c. Safety precautions
d. Methods of thermal waving
e. Croquignole thermal curling

Provide Demonstration On:

Different techniques for using curling irons

Provide Practical Application On:

Setting waves and curling with thermal irons

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Colletti
d. Scott, et al.
e. Barrett

A/Vs:

a. Georgia, slide set 34-1
b. Keystone, "Blow Styling, Air Waving, Instant Rollers, Thermal Roller Curl and Croquignole Curling"

Student Manuals:

Georgia, Unit 34

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Shampoo
d. Blow dryer
e. Curling iron
f. Hair spray

## CLASSROOM HOURS

21

## EVALUATION (08)

a. Given a patron and necessary supplies and equipment, set waves and curls using a curling iron. The procedure should result in an even set which pleases the patron and is completed in professionally accepted time limits of 15 to 20 minutes.

b. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 63

c. Performance Guide, V-Tecs, p. 38

d. Written Check
   1. Milady, State Board Exam Review, p. 63
   2. Dalton, State Board Exam Review, p. 287
   3. Georgia, Written Checks, Unit 34-1

## TASK

09 Performing sanitation and sterilization procedures

## PERFORMANCE OBJECTIVE

Sanitize and sterilize shop equipment.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Methods of sterilization and sanitation (chemical and physical agents)
b. Safety precautions
c. Wet sanitizing
d. Dry sanitizing
e. Sanitizing implements, combs, brushes, equipment, curlers, work areas and towels
f. Safety precautions

Provide Demonstration On:

Sanitizing implements, combs, brushes, equipment, curlers, work areas and towels

Provide Practical Application On:

a. Wet sanitizing procedures
b. Dry sanitizing procedures

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Swaton
c. Powitt
d. Dalton
e. Scott, et al.
f. Colletti

A/Vs:

Keystone, "Bacteriology and Sanitation"

Student Manuals:

Georgia, Units 4a and 4b

Tools and Equipment:

continued on back

## CLASSROOM HOURS

5

## EVALUATION (09)

a. Given brushes, combs, implements, a work area and necessary supplies and equipment, sanitize all items or areas so they are free of hair, solutions and soil. Areas must meet published health standards.

b. Performance Guide, V-Tecs, p. 16

c. Written Check
   1. Milady, State Board Exam Review, p. 6
   2. Prentice-Hall, Instructors Resource Manual, p. 17
   3. Georgia, Written Checks, Units 4A-1, 4B-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Containers
c. Solutions
d. Measuring utensils
e. Labels
f. Rubber gloves
g. Safety glasses
h. Disinfectant
i. Stirrer
j. Air tight cabinet
k. Borax
l. Formalin
m. Formutabs
n. Timer
o. Towels
p. Brush dryer
q. Metal implements
r. 70% alcohol
s. Floor cleaning tools

## TASK

10 Identifying the functions, characteristics and composition of hair

## PERFORMANCE OBJECTIVE

Identify the functions, characteristics and composition of hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Function of hair
b. The hair follicle
c. Structure of the hair
d. Nature of hair protein
e. Requirements and properties of hair
f. Characteristics of hair
g. Composition of hair
h. Analysis of hair
i. Disorders of hair

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Powitt
b. Standard Textbook (revised)
c. Dalton
d. Scott, et al.
e. Colletti

Student Manuals:

Georgia, Unit 37

A/Vs:

Bergwell, "Hair Care"

## CLASSROOM HOURS

10

## EVALUATION (10)

a. Given necessary information, identify the functions, characteristics and composition of hair according to standards previously established by the instructor.

b. Written Check
   1. Georgia, Written Checks, Unit 37-1
   2. Milady, State Board Exam Review, p. 16
   3. Dalton, State Board Exam Review, p. 203
   4. Prentice-Hall, Instructor's Resource Manual, p. 8
   5. Milady, Hair Structure and Chemistry, pp 6-29

## TASK

11 Shampooing a patron's hair and applying hair rinses

## PERFORMANCE OBJECTIVE

Shampoo the patron's hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of shampoo
b. Chemistry of soaps and shampoos
c. Procedure for draping
d. Procedure for brushing patron's hair
e. Procedure for preparing patron for shampooing
f. Proper water temperature
g. Using shampoo bowl
h. Wetting the hair
i. Applying shampoo
j. Rinsing
k. Clean up procedure
l. Shampoo procedure
m. Safety precautions
n. Shampooing routine
o. Protein and pH in relation to shampoo
p. Types of rinses
q. Method of applying rinses

Provide Demonstration On:

a. Shampooing preparation
b. Shampooing procedures

Provide Practical Application On:

a. Draping
b. Brushing
c. Preparing for shampoo
d. Using shampoo bowl
e. Shampooing

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti
e. Powitt

A/Vs:

a. Georgia, slide set 6-1
b. Georgia, slide set 6-2
c. Keystone, "Shampooing"
d. Bergwall, "Shampoo and Hair Care"

Student Manuals:

Georgia, Unit 6

Tools and Materials:

a. Cosmetology kit
b. Shampoo
c. Disinfecting solution

## CLASSROOM HOURS

3

## EVALUATION (11)

a. Given necessary equipment and supplies, shampoo the patron's hair. Upon instructor's inspection, hair must be free of excessive matting, oil, soil and soap curds.

b. Performance Guide, V-Tecs, p. 17

c. Written Check
   1. Milady, State Board Exam Review, p. 26
   2. Dalton, State Board Exam Review, p. 219
   3. Prentice-Hall, Instructor's Resource Manual, p. 25
   4. Georgia, Written Checks, Units 6-1, 6-2, 6-3

## TASK

12 Styling hair (basic)

## PERFORMANCE OBJECTIVE

Perform basic hair styling.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Hair styling terms
b. Facial types
c. Profiles
d. Setting a head of hair
e. Brushing
f. Back combing
g. Developing lines and styles
h. Types of waves, bangs
i. Comb-out techniques
j. Using curling irons, heated rollers, blow dryers and other quick service set implements

Provide Demonstration On:

a. Various basic setting techniques
b. Various comb-out techniques
c. Basic uses of setting implements

Provide Practical Application On:

a. Methods of setting
b. Comb-out methods
c. Using various implements

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Keystone, "Introduction to Hairstyling, Roller Setting, Curvature Hairstyling and Comb-out Techniques"

b. Hays, "Hairdressing for Beginners"
c. Hays, "Hair Styles"
d. Hays, "Hairdressing Projects"
e. Prentice-Hall, "Hair Care: Skills and Methods"

Student Manuals:

a. Keystone, Manual of Haircutting and Hairstyling

continued on back

## CLASSROOM HOURS

12

## EVALUATION (12)

a. Given a freshly shampooed patron and necessary equipment and supplies, complete a basic hair style which satisfies the patron. Conceal pins used to achieve the style. Completion of style must be within professionally accepted time limits.

b. Performance Guide, V-Tecs, pp 37-38

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

INSTRUCTIONAL MATERIALS

Student Manuals:

b. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion
d. Hair spray
e. Blow dryer
f. Curling iron
g. Heated rollers
h. Disinfecting solution

## TASK

13 Conditioning damaged hair and giving scalp treatments

## PERFORMANCE OBJECTIVE

Select and apply the proper conditioner or scalp treatment to patron's hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of conditioners (protein, moisturizing, instant, synthetic)
b. Procedure for applying instant conditioners
c. Procedure for applying setting lotion
d. Procedure for applying scalp treatment with massage manipulations

Provide Demonstration On:

a. Applying conditioners
b. Applying lotions
c. Civing scalp treatment with massage manipulations

Provide Practical Application On:

a. How to apply instant conditioners
b. How to apply setting lotion
c. How to apply scalp treatment with massage manipulations

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 7-1
b. Georgia, slide set 8-1
c. Georgia, slide set 8-2
d. Georgia, slide set 8-3
e. Keystone, "Scalp Treatment"

Student Manuals:

Georgia, Unit 7

Tools and Equipment:

a. Cosmetology kit
b. Conditioner
c. Disinfecting solution

## CLASSROOM HOURS

15

## EVALUATION (13)

a. Given a patron and necessary supplies and equipment, select and apply the conditioner or scalp treatment to a patron's hair. The conditioner must be applied according to manufacturer's directions and will partially relieve the dry or damaged state of the hair and scalp.

b. Performance Guide, V-Tecs, p. 62

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 63

d. Written Check
   1. Milady, State Board Exam Review, p. 20, p. 28
   2. Dalton, State Board Exam Review, p. 225, p. 227
   3. Prentice-Hall, Instructor's Resource Manual, p. 119
   4. Georgia, Written Checks, Unit 8-1

## TASK

14 Identifying the parts and functions of the skin and scalp and recognizing the disorders

## PERFORMANCE OBJECTIVE

Identify parts and functions of the skin and scalp and recognize the disorders.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Composition of skin and scalp
b. Structure of the skin
c. Layers of the skin
d. Functions of the skin and scalp
e. Care of the skin and scalp
f. Disorders of the skin and scalp

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Powitt
b. Standard Textbook (revised)
c. Dalton
d. Scott, et al.
e. Colletti

Student Manuals:

Georgia, Unit 36

A/Vs:

a. Keystone, "Cosmetic Dermatology"
b. Prentice-Hall, "Skin and Hair Care"

## CLASSROOM HOURS

15

## EVALUATION (14)

a. Given a list of parts and functions of the skin and scalp, the student will match the two with potential disorders.

b. Written Check
   1. Milady, Hair Structure and Chemistry Simplified, pp 3-5, 22-25
   2. Georgia, Written Checks, Unit 36-1
   3. Milady, State Board Exam Review, p. 12, p. 20
   4. Prentice-Hall, Instructor's Resource Manual, p. 8

## TASK

15 Manicuring and pedicuring nails

## PERFORMANCE OBJECTIVE

Give a manicure and pedicure to a patron.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Nail structure
b. Nail disorders
c. Equipment, implements and materials
d. Nail shapes and problems
e. Procedure for manicures and pedicures (water, polish change, hot oil, repairs, artificial nails)
f. Safety precautions

Provide Demonstration On:

a. Manicuring techniques
b. Pedicuring techniques
c. Uses of equipment

Provide Practical Application On:

a. Manicuring (several different nail shaps)
b. Pedicuring

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 25-1
b. Keystone, "Manicuring"
c. Bergwall, "Manicuring Explained"
d. Hays, "Material on Manicuring and Pedicuring"

Student Manuals:

Georgia, Unit 25

Tools and Materials:

continued on back

## CLASSROOM HOURS

21

## EVALUATION (15)

a. Given a patron and necessary supplies and equipment, give a manicure suited to the patron's needs and desires. The manicure should remove soil and dead cuticles and be completed within a professionally accepted time of 45 minutes.

b. Performance Guide, V-Tecs, pp 74-78

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology Volume I: Skills, p. 80

d. Written Check
   1. Georgia, Written Checks, Units 25-1, 25-2
   2. Milady, State Board Exam Review, pp 68-69
   3. Dalton, State Board Exam Review, p. 315
   4. Prentice-Hall, Instructor's Resource Manual, p. 146

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Steel file
b. Emery board
c. Orange-wood stick
d. Pusher
e. Cuticle scissors
f. Nail brush
g. Nail buffer
h. Finger bowl
i. Cotton
j. Nail cleanser
k. Nail polish remover
l. Cuticle oil
m. Cuticle cream
n. Bleach
o. Cuticle solvent
p. Nail polish
q 70% alcohol
r. Powdered styptic
s. Tweezers

## TASK

16 Creating ridge curls and skip waves

## PERFORMANCE OBJECTIVE

Set ridge curls and skip waves.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of ridge and skip waves
b. Procedure for making ridge and skip waves

Provide Demonstration On:

a. Procedures for making ridge curls
b. Procedure for making skip waves

Provide Practical Application On:

Making ridge curls and skip waves on manikins and live models

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 31-1
b. Hays, "Hairdressing for Beginners"

Student Manuals:

a. Georgia, Unit 31
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion
d. Disinfecting solution

## CLASSROOM HOURS

15

## EVALUATION (16)

a. Given a patron and necessary supplies and equipment, set ridge curls and skip waves on either side of a live model. The procedure must please the patron, feature smooth even waves and be completed within 15 to 20 minutes.

b. Georgia, Written Checks, Unit 31-1

## TASK

17 Giving a basic scissors cut

## PERFORMANCE OBJECTIVE

Give a basic scissors cut.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Implements used in hair cutting
b. Sectioning the hair
c. Cutting procedure
d. Thinning and tapering hair
e. Shaping hair (wet or dry)
f. Checking haircut
g. Blocking

Provide Demonstration On:

a. Entire cutting procedure
b. Methods of checking

Provide Practical Application On:

a. Sectioning
b. Thinning and tapering
c. Shaping
d. Checking haircut

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 13-1
b. Georgia, slide set 13-2
c. Georgia, slide set 13-3
d. Keystone, "Hair Shaping"
e. Hays, "Haircutting"
f. Prentice-Hall, "Hairshaping"

Student Manuals:

a. Georgia, Unit 13
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

continued on back

## CLASSROOM HOURS

36

## EVALUATION (17)

a. Given necessary equipment and supplies, give patron a basic scissors cut which properly blends to form a semi-circle if combed straight out from the scalp. The cut should please the patron and should be completed within professionally accepted time limits.

Performance Guide, V-Tecs, p. 21

Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 13

Written Check
1. Milady, State Board Exam Review, p. 31
2. Dalton, State Board Exam Review, p. 247
3. Prentice-Hall, Instructor's Resource Manual, p. 34
4. Georgia, Written Checks, Unit 13-1

## TASK

18 Giving a precision hair cut

## PERFORMANCE OBJECTIVE

Give a precision hair cut.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Implements used in precision hair cuts
b. Techniques for advanced hair cuts
c. Checking precision cuts

Provide Demonstration On:

Different types of precision hair cuts

Provide Practical Application On:

Giving precision cuts

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 13A-1
b. Georgia, slide set 13A-2
c. Georgia, slide set 13A-3
d. Georgia, slide set 13A-4
e. Keystone, "Men's Hairstyling"
f. Aura filmstrips, Pivot Point International
g. Hays, "Haircutting"
h. Prentice-Hall, "Hairshaping"

Student Manuals:

a. Georgia, Unit 13
b. Keystone, Manual of Haircutting and Hairstyling
c. Hays, Hairdressing and Haircutting Skills and Designs

Tools and Equipment:

Cosmetology kit

## CLASSROOM HOURS

3

## EVALUATION (18)

a. Given necessary equipment and supplies and provided with a a patron, give patron a precision hair cut which pleases the patron and is completed within professionally accepted time limits.

Performance Guide, V-Tecs, p. 21

Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 13

## TASK

19 Styling hair (advanced)

## PERFORMANCE OBJECTIVE

Perform advanced hair styling.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Art-line and design
b. Sequence of comb-out
    1. Dry mold
    2. Relax
    3. Back combing
    4. Form
    5. Execution
    6. Ornamentation
c. Setting a head of hair with rollers and pin curls
d. Combing out hair
e. Dry setting
f. Creating styles with long hair

Provide Demonstration On:

a. Various advanced setting techniques
b. Various comb-out techniques
c. Advanced uses of setting implements

Provide Practical Application On:

a. Advanced methods of setting
b. Comb-out methods
c. Styling implements

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Aura filmstrips, Pivot Point International
b. Hays, "Hairdressing for Seniors"

Tools and Equipment:

a. Cosmetology kit
b. Shampoo
c. Styling lotion
d. Hair spray
e. Blow dryer
f. Curling iron
g. Heated rollers
h. Disinfecting solution

## CLASSROOM HOURS

6

## EVALUATION (19)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, complete a basic hair style which satisfies the patron. Conceal pins used to achieve the style. The style should be completed within professionally accepted time limits.

b. Performance Guide, V-Tecs, pp 37-38

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 42

d. Written Check
   1. Milady, State Board Exam Review, p. 35
   2. Dalton, State Board Exam Review, p. 243
   3. Prentice-Hall, Instructor's Resource Manual, p. 42

## TASK

20 Determining the porosity of hair

## PERFORMANCE OBJECTIVE

Determine the porosity of a patron's hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Normal hair
b. Resistant hair
c. Causes of porosity variations
d. Treatment

Provide Demonstration On:

How to determine porosity

Provide Practical Application On:

Determining the porosity of a patron's hair

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Scott, et al.
c. Dalton
d. Barrett
e. Powitt
f. Colletti

Student Manuals:

Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

A/Vs:

Bergwall, "Shampoo and Hair Care"

## CLASSROOM HOURS

5

## EVALUATION (20)

a. Given a patron and necessary equipment and supplies, determine the porosity of a patron's hair. The analysis should closely match that of the instructor.

b. Written Check
   1. Milady, State Board Exam Review, p. 16
   2. Dalton, State Board Exam Review, p. 203
   3. Prentice-Hall, Instructor's Resource Manual, p. 8

## TASK

21 Giving a permanent wave

## PERFORMANCE OBJECTIVE

Section, wrap and process a permanent wave.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Cold waving
   1. Physical actions
   2. Chemical actions
b. Composition of hair
c. Scalp and hair analysis
d. Rod selection
e. Permanent wave solutions
f. Blockings
g. Testing curls
h. Preparing the patron
i. Procedures
j. Processing time
k. Rinsing and blotting
l. Neutralization
m. Safety
n. Cleaning and storing
o. Sectioning and blocking
p. Rod selection
q. End papers
r. Wrapping the hair
s. Analyzing hair and scalp
t. Shaping the hair
u. Wrapping the hair
v. Curl tests
w. Application procedures
x. Finishing styles

Provide Demonstration On:

a. Preparing the patron
b. Application procedure
c. Sectioning, blocking, shaping and rolling the hair
d. Curl tests
e. Application procedures

continued on back

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Powitt
e. Colletti
f. Barrett

A/Vs:

a. Georgia, slide set 5-1
b. Georgia, slide set 5-2
c. Georgia, slide set 5-3
d. Georgia, slide set 5-4
e. Georgia, slide set 5-5
f. Georgia, slide set 5-6
g. Georgia, slide set 14-1
h. Georgia, slide set 14-2
i. Keystone, "Permanent Waving"
j. Hays, "Permanent Waving"

Student Manuals:

Georgia, Unit 5

continued on back

## CLASSROOM HOURS

51

## EVALUATION (21)

a. Given a patron and necessary equipment and supplies, give a permanent wave according to patron's needs and desires. The hair should be rolled and processed correctly, resulting in the desired curl. Permanent should be completed within professionally accepted time standards 1 1/2 to 2 hours.

b. Performance Guide, V-Tecs, p. 57

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 20

d. Written Check
   1. Georgia, Written Checks, Unit 5-1, 14-1, 14-2
   2. Milady, State Board Exam Review, pp 52, 57-67
   3. Dalton, State Board Exam Review, p. 273
   4. Prentice-Hall, Instructor's Resource Manual, p. 92

INSTRUCTIONAL ACTIVITIES

Provide Practical Application On:

a. Sectioning, blocking, shaping and rolling hair
b. Testing curls
c. Applying and removing solutions
d. Sectioning blocking, shaping and rolling hair
e. Applying and removing solutions
f. Testing curls
g. Styling and finishing

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Gloves
c. Cotton
d. Protective creme
e. End papers
f. Perm rods
g. Applicator bottles
h. Waving lotion
i. Neutralizer
j. Shampoo
k. Neutral rinse
l. Record card
m. Disinfecting solution

## TASK

22 Giving special purpose permanent waves

## PERFORMANCE OBJECTIVE

Process a special purpose permanent wave.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Special problems in permanent waving
b. Hair tinted with metallic dye
c. Curl reduction
d. Partial permanent waves
e. Waving long hair

Provide Demonstration On:

Permanent application procedures

Provide Practical Application On:

Special permanent application techniques

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 15-1
b. Keystone, "Permanent Waving"

Student Manuals:

Georgia, Unit 15

Tools and Equipment:

continued on back

## CLASSROOM HOURS

3

## EVALUATION (22)

a. Given a patron and necessary equipment and supplies, give a special purpose permanent wave according to patron's needs and desires. The permanent should be processed, resulting in the desired curl. Completion should be within professionally accepted time limits 1 1/2 to 2 hours.

b. Performance Guide, V-Tecs, p. 57

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 20

d. Written Check
   1. Georgia, Written Checks, Unit 15-1
   2. Milady, State Board Exam Review, pp 68-74

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Gloves
c. Cotton
d. Protective cream
e. End papers
f. Perm rods
g. Applicator bottles
h. Waving lotion
i. Neutralizer
j. Shampoo
k. Record card
l. Disinfecting solution

## TASK

23 Relaxing hair with chemicals

## PERFORMANCE OBJECTIVE

Chemically relax the hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of hair relaxing
b. Action of chemical products
c. Basic relaxing steps
d. Hair analysis
e. Application procedures
f. Hair types and textures
g. Degree of permanence
h. Disulfide or S-1 bonds
i. Finishing methods
j. Ammonium thioglycolate solution
k. Sodium hydrozide

Provide Demonstration On:

a. Application procedures
b. Safety precautions
c. Hair analysis

Provide Practical Application On:

a. Hair analysis
b. Application procedures
c. Finishing methods

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Powitt
e. Colletti

A/Vs:

a. Georgia, slide set 32-1
b. Keystone, "Hair Straightening"

Student Manuals:

a. Georgia, Unit 32
b. Revlon-Realistics, How to Style Book for Overly-Curly Hair

Tools and Equipment:

continued on back

## CLASSROOM HOURS

39

## EVALUATION (23)

a. Given a patron with overly-curly hair, necessary equipment and supplies, select and apply a chemical relaxer which satisfies the patron, removes unwanted curls and leaves the hair in good condition. The procedure should be completed within professionally accepted time limits 1 to 2 hours.

b. Performance Guide, V-Tecs, p. 59

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 20

d. Written Check
   1. Georgia, Written Checks, Unit 32-1
   2. Milady, State Board Exam Review, p. 57, p. 74
   3. Dalton, State Board Exam Review, p. 279
   4. Prentice-Hall, Instructor's Resource Manual, p. 92

INSTRUCTIONAL MATERIALS

Tools and Equipment

a. Cosmetology kit
b. Butterfly clamps
c. Large tooth comb
d. Protective cream
e. Relaxer
f. Timer
g. Gloves
h. Spatula
i. Dish
j. Protective base
k. Soapless detergent shampoo
i. Neutralizer
m. Disinfecting solution
n. Record card

## TASK

24 Pressing overly-curly hair

## PERFORMANCE OBJECTIVE

Press overly-curly hair with heat.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Characteristics of the hair and scalp
b. Examination of the hair and scalp
c. Corrective treatments
d. Proper care of pressing curls
e. Procedures in pressing
f. Safety precautions

Provide Demonstration On:

Hair pressing techniques

Provide Practical Application On:

Pressing overly-curly hair

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett

A/Vs:

a. Georgia, slide set 42-1
b. Keystone, "Super Curly Hair"

Student Manuals:

Georgia, Unit 42

Tools and Equipment:

a. Cosmetology kit
b. Pressing comb
c. Pressing oil
d. Pomade

## CLASSROOM HOURS

5

## EVALUATION (24)

a. Given a patron with overly-curly hair and necessary supplies and equipment, mechanically press the patron's hair. The procedure should temporarily straighten the hair and should be completed within 20 to 30 minutes.

b. Written Check
   1. Milady, State Board Exam Review, p. 60
   2. Dalton, State Board Exam Review, p. 287

## TASK

25 Applying temporary hair coloring

## PERFORMANCE OBJECTIVE

Apply a temporary hair rinse.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of temporary hair coloring (rinse, crayons, mascara, sprays, high-lighting color shampoo, and cream)
b. Selecting color
c. Temporary hair color procedures
d. Application types
e. Safety precautions

Provide Demonstration On:

a. Preparing patrons
b. Application techniques

Provide Practical Application On:

a. Selecting color
b. Methods of application

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti
e. Powitt

A/Vs:

a. Georgia, slide set 17-1
b. Georgia, slide set 17-2
c. Keystone, "Hair Coloring"
d. Clairol, "Temporary Colors"
e. Prentice-Hall, "Hair: Coloring and Lightening"

Student Manuals:

a. Georgia, Units 16, 17
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

a. Cosmetology kit
b. Color rinse
c. Color chart
d. Brush/applicator bottle
e. Swab
f. Plastic cap
g. Disinfecting solution

## CLASSROOM HOURS

25

## EVALUATION (25)

a. Given a patron and necessary equipment and supplies, select and apply a temporary rinse which results in an even color distribution and a satisfied patron.

b. Performance Guide, V-Tecs, p. 46

c. Written Check
   1. Georgia, Written Checks, Unit 17-1
   2. Milady, State Board Exam Review, pp 42, 91-94
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

## TASK

26 Applying semi-permanent hair colors

## PERFORMANCE OBJECTIVE

Apply semi-permanent hair coloring.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Semi-permanent tints
b. Characteristics of semi-permanent tints
c. Types of semi-permanent coloring
d. Selection of colors
e. Preparation of patron
f. Procedures for application (shampoo bowl and station)
g. Applicator implements
h. Application approaches (soap cap, 3 to 6 shampoo color, glamour bath, henna preparation and filters)
i. Color test
j. Preparing formula

Provide Demonstration On:

a. Preparing patrons
b. Application techniques

Provide Practical Application On:

a. Selection of colors
b. Preparing patrons
c. Application procedures
d. Color test
e. Preparing formula

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Powitt
e. Colletti

A/Vs:

a. Georgia, slide set 18-1
b. Georgia, slide set 18-2
c. Keystone, "Hair Coloring"
d. Clairol, "Series on Semi-Permanent Hair Color"
e. Prentice-Hall, "Hair Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 18
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

## CLASSROOM HOURS

3

## EVALUATION (26)

a. Given a patron and necessary equipment and supplies, select and apply a semi-permanent hair coloring which results in an even color distribution and a satisfied patron.

b. Performance Guide, V-Tecs, p. 44

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Georgia, Written Checks, Unit 18-1
   2. Milady, State Board Exam Review, pp 42, 93-94
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Plastic cap
c. Gloves
d. Powder
e. Color developer
f. Timer
g. Applicator
h. Comb
i. Protective
j. Shampoo
k. Neutral rinse
l. Stain remover
m. Record card
n. Statement
o. Disinfecting solution

## TASK

27 Applying permanent hair colors

## PERFORMANCE OBJECTIVE

Select and apply a permanent hair color to a patron's hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of permanent coloring
b. Predisposition test procedure
c. Color selection
d. Sectioning
e. Permanent coloring procedure
f. Color development
g. Removing tint stains

Provide Demonstration On:

a. Predisposition test procedure
b. Sectioning
c. Permanent coloring procedure

Provide Practical Application On:

a. Application techniques
b. Preparing patrons

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 19 A-1
b. Keystone, "Hair Coloring"
c. Clairol, "Series on Hair Color"
d. Prentice-Hall, "Hair Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 19 A
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

## CLASSROOM HOURS

16

## EVALUATION (27)

a. Given a patron (freshly shampooed) and necessary equipment and supplies, select and apply a permanent hair coloring which results in an even color distribution and a satisfied patron.

b. Performance Guide, V-Tecs, p. 47

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Georgia, Written Checks, Unit 19A-7
   2. Milady, State Board Exam Review, pp 42, 95-99
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towel
c. Protective cream
d. Gloves
e. Powder
f. Color developer
g. Timer
h. Bowl/applicator
i. Shampoo
j. Neutral rinse
k. Stain remover
l. Record card
m. Release statement

## TASK

28 Administering a predisposition and metallic salts test

## PERFORMANCE OBJECTIVE

Administer a predisposition and metallic salts test to a patron's hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Tests for metallic salts
   1. Lead
   2. Silver
   3. Copper
b. Patch test
   1. Selecting area
   2. Mixing solution
c. Patch test results

Provide Demonstration On:

a. Testing procedures
b. Interpreting test results

Provide Practical Application On:

a. Giving patch tests
b. Giving tests for metallic salts

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 19 B-1
b. Clairol, "Series on Hair Color"

Student Manuals:

a. Georgia, Unit 19 B
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

Cosmetology kit

## CLASSROOM HOURS

3

**EVALUATION** (28)

a. Given a patron (freshly shampooed) and necessary supplies and equipment, administer a predisposition and metallic salts test.

Written Check

1. Milady, State Board Exam Review, p. 42
2. Dalton, State Board Exam Review, p. 257
3. Prentice-Hall, Instructor's Resource Manual, p. 75

## TASK

29 Selecting colors for a patron's hair

## PERFORMANCE OBJECTIVE

Select an appropriate color for a patron's hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Selection factors
b. Tone values
c. Strand test
d. Strand test procedures
e. Lapinal formulas

Provide Demonstration On:

a. Selection techniques
b. Applying selection formulas

Provide Practical Application On:

Selecting hair colors

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

Student Manuals:

a. Georgia, Unit 19 C
b. Clairol, Professional Encyclopedia of Hair Color and Hair Care

A/Vs:

a. Georgia, slide set 19 C-1
b. Clairol, "Series on Hair Color"
c. Keystone, "Hair Coloring"
d. Prentice-Hall, "Hair: Coloring and Lightening"

Tools and Equipment:

Cosmetology kit

## CLASSROOM HOURS

3

## EVALUATION (29)

a. Given patrons with varied hair textures and needs, make appropriate selections of hair coloring which pleases the patron and is acceptable according to professional standards in the judgement of the instructor.

b. Written Check
   1. Georgia, Written Checks, Unit 19 C-1
   2. Milady, State Board Exam Review, p. 42
   3. Dalton, State Board Exam Review, p. 257
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

## TASK

30 Applying hair lighteners to virgin hair

## PERFORMANCE OBJECTIVE

Lighten virgin hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of lightening
b. Types of lighteners
c. Mixing procedures
d. Application procedures
e. Purpose of toners
f. Types of toners
g. Color selection
h. Mixing toners
i. Toner application procedure
j. Procedure for lightening and toning hair
k. Safety precautions

Provide Demonstration On:

a. Mixing procedures
b. Application procedures

Provide Practical Application On:

a. Mixing procedures
b. Application techniques

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 20-1
b. Georgia, slide set 20-2
c. Georgia, slide set 20-3
d. Keystone, "Hair Coloring"
e. Clairol, "Series on Hair Color"
f. Prentice-Hall,"Hair: Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 20
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

## CLASSROOM HOURS

15

## EVALUATION (30)

a. Given a patron with virgin hair and necessary equipment and supplies, select and apply a hair lightener to achieve the desired shade. The procedure should leave the hair in good condition and result in even color removal.

b. Performance Guide, V-Tecs, p. 50

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Georgia, Written Checks, Unit 20-1
   2. Milady, State Board Exam Review, pp 42, 86-91
   3. Dalton, State Board Exam Review, p. 267
   4. Prentice-Hall, Instructor's Resource Manual, p. 75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Powder
d. Timer
e. Lightening material
f. Activator
g. Developers
h. Shampoo
i. Bowl/applicators
j. Toner
k. Plastic cap
l. Record card
m. Release statement

## TASK

31 Retouching prelightened hair

## PERFORMANCE OBJECTIVE

Retouch the new growth of prelightened hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Procedure for retouching
b. Safety precautions
c. Toner
d. Purpose for retouching

Provide Demonstration On:

Procedures for retouching

Provide Practical Application On:

Retouching (in various colors) new growth of prelightened hair

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Colletti
d. Scott, et al.
e. Barrett

Student Manuals:

a. Georgia, Unit 21
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

A/Vs:

a. Georgia, slide set 21-1
b. Georgia, slide set 21-2
c. Keystone, "Hair Coloring"
d. Clairol, "Series on Hair Color"
e. Prentice-Hall, "Hair: Coloring and Lightening"

Tools and Equipment:

continued on back

## CLASSROOM HOURS

9

## EVALUATION (31)

a. Given a patron and necessary supplies and equipment, retouch the new growth of prelightened hair. The procedure will result in an even distribution of hair color from scalp to hair ends.

b. Performance Guide, V-Tecs, p. 52

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Milady, State Board Exam Review, p. 42
   2. Dalton, State Board Exam Review, p. 267
   3. Prentice-Hall, Instructor's Resource Manual, p. 75
   4. Georgia, Written Checks, Unit 21-1

INSTRUCTIONAL MATERIALS

Tools and Materials:

a. Cosmetology kit
b. Towels
c. Protective cream
d. Gloves
e. Powder
f. Color developer
g. Timer
h. Bowl/applicator
i. Neutral rinse
j. Stain remover
k. Record card
l. Release statement

## TASK

32 Frosting, streaking and tipping

## PERFORMANCE OBJECTIVE

Frost, streak and tip a patron's hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Procedure for mixing colors
b. Procedure for frosting (with cap and with foil)
c. Procedure for streaking

Provide Demonstration On:

a. Procedure for mixing colors used in frosting, streaking and tipping
b. Procedure for frosting with a plastic cap or foil
c. Procedure for streaking

Provide Practical Application On:

a. Mixing colors
b. Frosting with a plastic cap
c. Frosting with foil
d. Streaking hair

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 22-1
b. Georgia, slide set 22-2
c. Georgia, slide set 22-3
d. Keystone, "Hair Coloring"
e. Clairol, "Special Effects and Super Streak"
f. Prentice-Hall, "Hair: Coloring and Lightening"

Student Manuals:

a. Georgia, Unit 22
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

## CLASSROOM HOURS

6

## EVALUATION (32)

a. Given a patron and necessary equipment and supplies, either frost, streak or tip the patron's hair. The procedure should result in an even color distribution, leave the hair in good condition and please the patron.

b. Performance Guide, V-Tecs, pp 53-56

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Written Check
   1. Milady, State Board Exam Review, p. 42
   2. Dalton, State Board Exam Review, p. 267
   3. Prentice-Hall, Instructor's Resource Manual, p.75

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towel
c. Protective cream
d. Gloves
e. Powder
f. Color developer
g. Timer
h. Bowl/applicator
i. Shampoo
j. Neutral rinse
k. Stain remover
l. Record card
m. Release statement
n. Foil
o. Plastic cap

## TASK

33 Creating special effects with hair coloring

## PERFORMANCE OBJECTIVE

Create special effects with hair coloring.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Types of special effects
b. Low lighting techniques
c. Rembrandting
d. Bronzing
e. Flaming technique
f. Glazing or sunbursting
g. Fire bursting
h. Sunshining
i. Marbelizing
j. Collaging
k. Cognacing
l. Hazing
m. Tortoise shelling
n. Naturalizing
o. Glossing
p. Spicing

Provide Demonstration On:

Techniques for applying several popular special effects hair coloring treatments

Provide Practical Application On:

Several different popular special effects techniques

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

Student Manuals:

Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

A/Vs:

a. Clairol, "Special Effects"
b. Clairol, "Super Streak"

## CLASSROOM HOURS

6

**EVALUATION** (33)

Given a patron desiring a special effect hair coloring treatment and necessary equipment and supplies, create a special hair coloring effect which is pleasing to the patron and judged appropriately applied by the instructor.

## TASK

34 Detecting and correcting problems related to hair coloring

## PERFORMANCE OBJECTIVE

Detect and correct problems relating to hair coloring.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of filler
b. Types of filler
c. Advantages of filler
d. Application procedure
e. Purpose for removing aniline derivative tint
f. Types of removers
g. Procedure for changing tint back to natural color
h. Procedure for spot lightening
i. Reconditioning damaged hair

Provide Demonstration On:

a. Filler application techniques
b. Aniline derivative tint removal techniques
c. Techniques for changing tint back to natural color
d. Technique for spot lightening and reconditioning damaged hair

Provide Practical Application On:

Applying fillers, removing tint, spot lightening and reconditioning

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Powitt
f. Colletti

A/Vs:

a. Georgia, slide set 23-1
b. Georgia, slide set 23-2
c. Georgia, slide set 23-3
d. Clairol, "Series on Hair Color"

Student Manuals:

a. Georgia, Unit 23
b. Clairol, Professional Encyclopedia of Hair Coloring and Hair Care

Tools and Equipment:

continued on back

## CLASSROOM HOURS

6

**EVALUATION** (34)

a. Given a patron and necessary supplies and equipment, detect and correct any problems related to hair coloring. The procedure must leave a satisfactory appearance which is pleasing to the patron and judged appropriate by the instructor.

b. Performance Guide Sheet, V-Tecs, p. 49

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 73

d. Georgia, Written Checks, Unit 23-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Bowl/applicator
d. Shampoo
e. Timer
f. Record card
g. Protective cream
h. Cotton
i. Foil
j. Gloves
k. Power
l. Release statement

## TASK

35 Giving facials

## PERFORMANCE OBJECTIVE

Give a facial to a patron.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Theory of massage
b. Basic manipulations (effleurage petrissage, friction, percussion, vibration)
c. Skin disorders
d. Purpose for facial
e. Physiological effects of massage
f. Preparation of patron
g. Procedure for plain facial
h. Facial manipulation
i. Problems of dry and oily skin
j. Procedure for dry skin
k. Procedure for oily skin

Provide Demonstration On:

a. Types of manipulations
b. Preparation of patron
c. Facial procedures for various types of skin

Provide Practical Application On:

a. Facials for oily skin
b. Facials for normal-to-dry skin

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Colletti
d. Scott, et al.
e. Barrett
f. Milady

A/Vs:

a. Georgia, slide set 28 B-1
b. Georgia, slide set 28 B-2
c. Georgia, slide set 28 B-3
d. Keystone, "Facial Massage"

Student Manuals:

a. Georgia, Unit 28-A
b. Georgia, Unit 28-B

Tools and Equipment:

continued on back

## CLASSROOM HOURS

9

**EVALUATION** (35)

a. Given a patron and necessary supplies and equipment, give a complete facial which is pleasing to the patron and is of professional quality as judged by the instructor.

b. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, pp 54-55

c. Written Check
   1. Georgia, Written Checks, Units 28-A and 28-B
   2. Milady, State Board Exam Review, p. 73
   3. Dalton, State Board Exam Review, p. 295
   4. Prentice-Hall, Instructor's Resource Manual, p. 119

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Towls
b. Cotton
c. Cream
d. Lotion
e. Spatula
f. Steamer
g. Infra-red tissues
h. Make-up
i. Head covering

## TASK

36 Arching eyebrows

## PERFORMANCE OBJECTIVE

Arch a patron's eyebrows.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for arching
b. Implements and supplies
c. Procedure for giving an eyebrow arch
d. Corrective placing and shaping
e. Using the eyebrow pencil
f. Fashion effects

Provide Demonstration On:

a. Use of tools and implements
b. Techniques for giving an eyebrow arch
c. Uses for the eyebrow pencil

Provide Practical Application On:

a. Using various tools and equipment
b. Arching eyebrows

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

a. Georgia, slide set 30-1
b. Keystone, "Make-Up"

Student Manuals:

a. Georgia, Unit 30
b. Keystone, Esthetics

Tools and Equipment:

a. Emollient cream
b. Cotton
c. Tissues
d. Eyebrow brush
e. Tweezers
f. Astringent
g. Antiseptic
h. Eyebrow pencil

## CLASSROOM HOURS

3

**EVALUATION** (36)

a. Given a patron and necessary supplies and equipment, arch a patron's eyebrows in such a manner that it pleases the patron and leaves the brow area free of disorderly hair growth and irritation.

b. Performance Guide, V-Tecs, pp 79-80

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 25

d. Written Check
   1. Milady, State Board Exam Review, p. 76
   2. Prentice-Hall, Instructor's Resource Manual, p. 128

## TASK

37 Applying facial make-up

## PERFORMANCE OBJECTIVE

Apply facial make-up to a patron.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for make-up
b. Implements and supplies
c. Procedure for applying make-up
d. Corrective make-up
e. Make-up for facial types
f. Selecting make-up colors to enhance the client's personal coloring

Provide Demonstration On:

a. Basic application techniques
b. Make-up procedures on different facial types

Provide Practical Application On:

Applying make-up

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

Keystone, "Make-up"

Student Manuals:

a. Georgia, Unit 29
b. Keystone, Esthetics
c. Traynois, Guide to Make-up

Tools and Equipment:

continued on back

## CLASSROOM HOURS

10

## EVALUATION (37)

a. Given a patron and necessary supplies and equipment, apply either daytime or evening make-up which is pleasing to the patron and judged appropriately applied by the instructor.

b. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills , pp 54-55

c. Written Check
   1. Georgia, Written Checks, Unit 29-1
   2. Milady, State Board Exam Review, p. 75
   3. Dalton, State Board Exam Review, p. 311
   4. Prentice-Hall, Instructor's Resource Manual, p. 128

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Towels
b. Tissue
c. Cotton swabs
d. Disposable sponges and puffs
e. Sheets
f. Head coverings
g. Spatulas
h. Containers
i. Cleansers
j. Lotions
k. Astringents
l. Make-up

## TASK

38 Tinting lashes and brows

## PERFORMANCE OBJECTIVE

Give a lash and brow color treatment.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose for tinting
b. Procedure for tinting
c. Safety precautions

Provide Demonstration On:

a. Techniques and procedures for applying tints
b. Procedure for insuring safety

Provide Practical Application On:

Tinting eyebrows and lashes

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

Georgia, slide set 24-1

Student Manuals:

Georgia, Unit 24

Tools and Equipment:

continued on back

## CLASSROOM HOURS

3

## EVALUATION (38)

a. Given a patron and necessary supplies and equipment, give a lash and brow color treatment which pleases the patron. The area around the lashes and brows must be free of tint.

b. Performance Guide, V-Tecs, pp 80-83

c. Georgia, Written Checks, 24-1

INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Towels
c. Cotton
d. Boric acid solution
e. Vaseline
f. Shampoo
g. Cream
h. Color
i. Color developer
j. Tooth picks
k. Shields
l. Petroleum jelly

## TASK

39 Cleaning and styling wigs

## PERFORMANCE OBJECTIVE

Clean and style a wig.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of wigs
b. Types of wigs
c. Wig measurements
d. Ordering wigs
e. Altering wigs
f. Shaping wigs
g. Coloring wigs
h. Conditioning
i. Cleaning
j. Setting and comb-out
k. Synthetic fibers

Provide Demonstration On:

a. Measuring for a wig
b. Cleaning, coloring, conditioning and styling a wig

Provide Practical Application On:

a. Measuring wigs
b. Shaping wigs
c. Coloring wigs
d. Conditioning wigs
e. Cleaning wigs
f. Setting and combing out wigs

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Colletti

A/Vs:

a. Georgia, slide set 27-1
b. Keystone, "Wigs and Wiglets"
c. Hays, "Wigs and Hair Pieces"

Student Manuals:

Georgia, Unit 27

Tools and Equipment:

continued on back

## CLASSROOM HOURS

12

## EVALUATION (39)

a. Given necessary equipment and supplies, clean and style a wig. The cleaning procedure will remove all soil from the wig without altering the foundation size or the comb-out. Styling must satisfy the patron.

b. Performance Guide, V-Tecs, pp 69-73

c. Checkpoint Sheet, Domain Referenced Tests, Cosmetology, Volume I: Skills, p. 47

d. Written Check
   1. Milady, State Board Exam Review, p. 41
   2. Dalton, State Board Exam Review, p. 323
   3. Prentice-Hall, Instructor's Resource Manual, p. 56
   4. Georgia, Written Checks, Unit 27-1

## INSTRUCTIONAL MATERIALS

Tools and Equipment:

a. Cosmetology kit
b. Rubber gloves
c. Wig
d. T pins
e. Liquid container
f. Wide tooth comb
g. Towel
h. Wig cleaner
i. Swivel clamp
j. Plastic bag
k. Wig block
l. Disinfecting solution

## TASK

40 Removing unwanted hair

## PERFORMANCE OBJECTIVE

Recognize the need for and remove superfluous hair.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Electrolysis
   1. Galvanic treatment
   2. Shortwave treatment
b. Purpose of hair removal
c. After treatment procedures
d. Chemical depilatories
e. Safety precautions
f. Hair removal techniques
g. Wax hair removal

Provide Demonstration On:

a. Removing hair with a galvanic treatment
b. Removing hair with a shortwave treatment
c. Removing hair with depilatory

Provide Practical Application On:

a. Utilizing the various electrolysis methods for removing hair
b. Using a depilatory to remove unwanted hair

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.
d. Barrett
e. Colletti

A/Vs:

Keystone, "Superfluous Hair"

Student Manuals:

Georgia, Unit 33

Tools and Materials:

a. Cleanser
b. Talcum powder
c. Cotton
d. Body lotion
e. Chemical depilatory
f. Skin soap
g. Towels
h. Galvanic machine
i. Shortwave machine

## CLASSROOM HOURS

3

## EVALUATION (40)

a. Given patrons and necessary supplies and equipment, remove unwanted hair using galvanic, shortwave and depilatory hair removal methods. The resulting procedure should please the patron, completely remove unwanted hair and leave the area free from inflamation.

b. Written Check
   1. Georgia, Written Checks, Unit 33-1
   2. Milady, State Board Exam Review, pp 77-78
   3. Prentice-Hall, Instructor's Resource Manual, p. 128

## TASK

41 Applying anatomy and physiology concepts

## PERFORMANCE OBJECTIVE

Apply anatomy and physiology concepts.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Cells
b. Tissues
c. Organs
d. Systems
    1. Skeletal
    2. Muscular
    3. Nervous
    4. Blood Vascular
e. Lymph-vascular system
f. Arteries of the head, face and neck
g. Endocrine system
h. Excretory system
i. Urinary system
j. Respiratory system
k. Digestive system

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Barrett
d. Scott, et al.
e. Powitt
f. Colletti
g. Swaton

A/Vs:

a. Georgia, slide set 35-1
b. Georgia, slide set 35-2
c. Georgia, slide set 35-3
d. Georgia, slide set 35-4
e. Georgia, slide set 35 A-1
f. Georgia, slide set 35 A-2
g. Georgia, slide set 35 A-3
h. Georgia, slide set 35 B-1
i. Georgia, slide set 35 B-2
j. Georgia, slide set 35 B-3
k. Keystone, "Histology Anatomy"

Student Manuals:

a. Georgia, Unit 35
b. Georgia, Unit 35 A
c. Georgia, Unit 35 B

## CLASSROOM HOURS

25

## EVALUATION (41)

a. Given a written examination covering anatomy and physiology, answer questions with 85% accuracy.

b. Written Check
   1. Georgia, Written Checks, Units 35-1, 35-2, 35-3, 35-4, 35 A-1, 35 A-2, 35 A-3, 35 B-1, 35 B-2 and 35 B-3
   2. Milady, State Board Exam Review, pp 95-103
   3. Dalton, State Board Exam Review, pp 343-362
   4. Prentice-Hall, Instructor's Resource Manual, p. 154

## TASK

42 Using electricity in cosmetology

## PERFORMANCE OBJECTIVE

Make use of electricity in cosmetology.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Terminology
b. Basic devices
c. Safety in use of devices
d. Electrical equipment in cosmetology
e. Safety in cosmetology shop

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Scott, et al.

Student Manuals:

Georgia, Unit 39

A/Vs:

Keystone, "Electricity"

## CLASSROOM HOURS

5

## EVALUATION (42)

a. Given various electrical implements, the student will demonstrate a working knowledge of each, including special safety precautions.

b. Written Check
   1. Georgia, Written Checks, Unit 39-1
   2. Milady, State Board Exam Review, p. 79

## TASK

43 Applying basic chemistry concepts

## PERFORMANCE OBJECTIVE

Apply basic chemistry concepts in cosmetology.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Proteins
b. Hard keratin
c. Amino acids
d. Atoms and molecules
e. Types of bonds
f. The pH scale
g. Physical changes
h. Chemical changes
i. Oil and water emulsion

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Powitt
c. Swaton
d. Dalton
e. Scott, et al.
f. Colletti

Student Manuals:

a. Georgia, Unit 38
b. Swaton, Chemistry for the Cosmetology Student

A/Vs:

Keystone, "Chemistry for Cosmetologists"

## CLASSROOM HOURS

9

## EVALUATION (43)

a. Given a written examination covering basic chemistry concepts, answer questions with 85% accuracy.

b. Written Check
   1. Georgia, Written Checks, Units 38-1, 38-2 and 38-3
   2. Milady, State Board Exam Review, p. 82
   3. Milady, Hair Structure and Chemistry, pp 30-42
   4. Dalton, State Board Exam Review, p. 337
   5. Prentice-Hall, Instructor's Resource Manual, p. 64

## TASK

44 Managing the hair salon

## PERFORMANCE OBJECTIVE

Manage the hair salon.

## INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Salon types and locations
b. Types of leases and rent agreements
c. Permits and public utilities
d. Financing the new salon
e. Reception area
f. Styling area
g. The supply room
h. Salon personnel
i. Salon operating costs
j. Recordkeeping
k. Utilization of beauty schools
l. Salon advertising
m. Merchandising
n. Keypoint for successful salon management

## INSTRUCTIONAL MATERIALS

Textbooks:

a. Standard Textbook (revised)
b. Dalton
c. Scott, et al.

Student Manuals:

Georgia, Units 40 and 40 A

A/Vs:

a. Keystone, "Job Interviews"
b. Prentice-Hall, "Crossroads: Personal Management Grooming"
c. Milady, "Telephone Techniques for the Beauty Salon"

## CLASSROOM HOURS

7

## EVALUATION (44)

a. Given necessary information and equipment, plan a beauty shop using good management techniques.

b. Written Check
   1. Milady, State Board Exam Review, p. 86
   2. Prentice-Hall, Instructor's Resource Manual, p. 164

# SECTION VI

## REFERENCES, RESOURCES

# INSTRUCTIONAL RESOURCE MATRIX

## Introduction

The following Instructional Resource Matrix lists the instructional resources available to carry out the learning activities in each unit in the program. The resources are divided into three categories.

A/Vs. Each type of A/V is identified by a symbol as follows: Filmstrips (FS), Slides (S), Slides/Tapes (ST), Tapes (T) and Film Loops (FL).

Textbooks. Identified by author.

Student Manuals. Identified by instructional unit number.

CURRICULUM AREA:

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 01 Becoming oriented to the field of cosmetology | Georgia: 1-1, 1-2, 1-3 and 1B-1 (ST) | Standard Textbook, Scott, Dalton | Georgia: Units 1, 1a, 1b and 1c |
| 02 Developing working relationships | Georgia: 3-1 (ST) | Standard Textbook | Georgia: Units 2a, 2b, 2c, 2d, 2e and 3 |
| 03 Making clockwise and counter-clockwise shapings | Georgia: 10-1 (ST); Hays: "Hairdressing for Beginners" (ST) | Standard Textbook, Dalton, Scott, Colletti | Georgia: Unit 10; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs |
| 04 Finger waving | Georgia: 26-1 (ST); Keystone: "Finger-waving" (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Unit 26; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs |
| 05 Setting pin curls to achieve desired style | Georgia: 11-1 and 11-2 (ST); Hays: "Hairdressing for Beginners" (ST); Keystone: "Pincurls" (ST); Milady: "Basic Pincurling" (ST) | Standard Textbook, Dalton, Scott, Colletti | Georgia: Unit 11; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs |
| 06 Selecting basic roller patterns | Georgia: 9-1 and 9-2 (ST); Keystone: "Pincurls" (ST); Hays: "Hairdressing for Beginners" (ST); Hays: "Projects" (ST) | Standard Textbook, Dalton, Scott, Colletti | Georgia: Unit 9; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs |

CURRICULUM AREA:

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 07 Setting roller curls | Georgia: 12-1 (ST); Keystone: "Introduction to Hairstyling, Roller Setting and Curvature Hairstyling Comb-Out Techniques"; "Hairstyling to the Individual and Hair Parting" (ST); Pivot Point International: (ST); Hays: "Hairdressing for Beginners" (ST); "Hairstyles" (ST); Prentice-Hall: "Hair Care: Skills and Methods" (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Unit 12; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs |
| 08 Waving and curling hair with curling irons and blowdryers | Georgia: 34-1, 12a-1, and 12a-2 (ST); Keystone: "Blow Styling, Air Waving, Instant Rollers, Thermal Roller Curl and Croquignole Curling" (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Units 12a and 34 |
| 09 Performing sanitation and sterilization procedures | Georgia: 4a-2 and 4b (ST); Keystone: "Bacteriology and Sanitation" (ST) | Standard Textbook, Swaton, Powitt, Dalton | Georgia: Units 4a and 4b |

CURRICULUM AREA:

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 10 Identifying the functions, characteristics and composition of hair | Bergwall: "Hair Care" (ST) | Powitt, Standard Textbook, Dalton, Scott, Colletti | Georgia: Unit 37 |
| 11 Shampooing a patron's hair and applying hair rinses | Georgia: 6-1 and 6-2 (ST); Keystone: "Shampooing" (ST); Bergwall: "Shampooing and Haircare" (ST) | Standard Textbook, Dalton, Scott, Colletti, Powitt | Georgia: Unit 6 |
| 12 Styling hair (basic) | Keystone: "Introduction to Hairstyling, Roller Setting and Curvature Hairstyling Comb-Out Techniques" (ST); Hays: "Hairdressing for Beginners" (ST); Hays: "Hairstyles" (ST); Hays: "Hairdressing Products" (ST); Prentice-Hall: "Hair Care: Skills and Methods" (ST) | Standard Textbook, Dalton, Scott, Colletti | Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs |
| 13 Conditioning damaged hair and giving scalp treatments | Georgia: 7-1, 8-1, 8-2 and 8-3 (ST); Keystone: "Scalp Treatment" (ST) | Standard Textbook, Dalton, Scott, Colletti | Georgia: Units 7 and 8 |

**CURRICULUM AREA:**

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 14 Identifying the parts and functions of the skin and scalp and recognizing the disorders | Keystone: "Cosmetic Dermatology" (ST); Prentice-Hall: "Skin and Hair Color" (ST) | Powitt, Standard Textbook, Dalton, Scott, Colletti | Georgia: Unit 36 |
| 15 Manicuring and pedicuring nails | Georgia: 25-1 (ST); Keystone: "Manicuring Explained"(ST); Bergwall: "Manicuring and Pedicuring" (ST) | | |
| 16 Creating ridge curls and skip waves | Georgia: 31-1 (ST); Hays: "Hairdressing for Beginners" (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Unit 31; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs |
| 17 Giving a basic scissors cut | Georgia 13-1, 13-2, 13-3 (ST); Keystone: "Hairshaping" (ST); Hays: "Haircutting" (ST); Prentice-Hall: "Hairshaping" (ST) | Standard Textbook, Dalton, Scott, Colletti | Georgia: Unit 13; Keystone: Manual of Haircutting and Hairstyling |
| 18 Giving a precision hair cut | Georgia: 13A-1, 13A-2, 13A-3 and 13A-4 (ST); Keystone: "Men's Hairstyling" (ST); Pivot Point International: (FS); Pivot Point International: (ST); Hays: "Haircutting" (ST); Prentice-Hall: "Hairshaping" (ST) | Standard Textbook, Dalton Scott, Colletti | Georgia: Unit 13a; Keystone: Manual of Haircutting and Hairstyling; Hays: Hairdressing and Haircutting Skills and Designs |





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CURRICULUM AREA:

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 19 Styling hair (advanced) | Pivot Point International: (ST) | Standard Textbook, Dalton, Scott, Colletti | |
| 20 Determining the porosity of hair | Bergwall: "Shampoo and Hair Care" (ST) | Standard Textbook, Scott, Dalton, Barrett, Powitt, Colletti | Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care |
| 21 Giving a permanent wave | Georgia: 5-1, 5-2, 5-3, 5-4, 5-5, 5-6, 14-1 and 14-2 (ST); Keystone: "Permanent Waving" (ST); Hays: "Permanent Waving" (ST) | Standard Textbook, Dalton, Scott, Powitt, Barrett, Colletti | Georgia: Units 5 and 14 |
| 22 Giving special purpose permanent waves | Georgia: 15-1 (ST); Keystone: "Perm Waving" (ST); Hays: Permanent Waving" (ST) | Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti | Georgia: Unit 15 |
| 23 Relaxing hair with chemicals | Georgia 32-1 (ST); Keystone: "Hair Straightening" (ST); Revlon Realistics: "How to Style Book for Over-Curly Hair" (ST) | Standard Textbook, Dalton, Scott, Powitt, Colletti | Georgia: Unit 32 |
| 24 Pressing overly-curly hair | Georgia: 42-1 (FL); Keystone: "Super Curly Hair" (ST) | Standard Textbook, Dalton, Scott, Barrett | Georgia: Unit 42 |

CURRICULUM AREA:

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 25 Applying temporary hair coloring | Georgia: 17-1 and 17-2 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Temporary Colors" (ST); Prentice-Hall: "Hair Coloring and Lightening" (ST) | Standard Textbook, Dalton, Scott, Colletti, Powitt | Georgia: Units 11 and 17 |
| 26 Applying semi-permanent hair colors | Georgia: 18-1 and 18-2 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Semi-Permanent Hair Color" (ST); Prentice-Hall: "Hair: Coloring and Lightening" (ST) | Standard Textbook, Dalton, Scott, Colletti, Powitt | Georgia: Unit 18 |
| 27 Applying permanent hair colors | Georgia: 19A-1 (ST); Keystone: "Color" (ST); Clairol: "Hair Coloring" (ST); Prentice-Hall: "Hair Coloring and Lightening" (ST) | Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti | Georgia: Unit 19A |
| 28 Administering a predisposition and metallic salts test | Georgia: 19B-1 (ST); Clairol: "Hair Color" (ST) | Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti | Georgia: Unit 19B |

CURRICULUM AREA:

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 29 Selecting colors for a patron's hair | Georgia: 19C-1 (ST); Clairol: "Hair Color" (ST); Keystone: "Hair Coloring" (ST); Prentice-Hall: "Hair Coloring and Lightening" (ST) | Standard Textbook, Dalton, Scott, Barrett | Georgia: Unit 19C; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care |
| 30 Applying hair lighteners to virgin hair | Georgia: 20-1, 20-2, and 20-3 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Hair Color" (ST); Prentice-Hall: "Hair: Coloring and Lightening" (ST) | Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti | Georgia: Unit 20; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care |
| 31 Retouching prelightened hair | Georgia: 21-1 and 21-2 (ST); Keystone: "Hair Coloring" (ST) | Standard Textbook, Dalton, Colletti, Scott | Georgia: Unit 21; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care |
| 32 Frosting, streaking and tipping | Georgia: 22-1, 22-2 and 22-3 (ST); Keystone: "Hair Coloring" (ST); Clairol: "Special Effects and Super Streak" (ST); Prentice-Hall: "Hair: Coloring and Lightening" (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Unit 22; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care |

CURRICULUM AREA:

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 33 Creating special effects with hair coloring | Clairol: "Special Effects and Super Streak" (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Unit 22; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care |
| 34 Detecting and correcting problems related to hair coloring | Georgia: 23-1, 23-2, and 23-3 (ST); Clairol: "Hair Color" (ST) | Standard Textbook, Dalton, Scott, Barrett, Powitt, Colletti | Georgia: Unit 23; Clairol: Clairol Professional Encyclopedia of Hair Coloring and Hair Care |
| 35 Giving facials | Georgia: 28B-1, 28B-2 and 28B-3 (FL); Keystone: "Facial Massage" (ST) | Standard Textbook, Dalton, Scott, Barrett, Milady, Van Dean | Georgia: Units 28A and 28B |
| 36 Arching eyebrows | Georgia: 30-1 (ST); Keystone: "Make-up" (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Unit 30 |
| 37 Applying facial make-up | Keystone: "Make-up" (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Unit 29 |
| 38 Tinting lashes and brows | Georgia: 24-1 (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Unit 24 |
| 39 Cleaning and styling wigs | Georgia: 27-1 (ST); Keystone: "Wigs and Wiglets" (ST); Hays: "Wigs and Hair Pieces" (ST) | Standard Textbook, Dalton, Scott, Colletti | Georgia: Unit 27 |

**CURRICULUM AREA:**

| TASK LISTING | INSTRUCTIONAL MATERIAL REFERENCES | | |
|---|---|---|---|
| | Audio-Visuals | Textbooks | Student Materials |
| 40 Removing unwanted hair | Keystone: "Superfluous Hair" (ST) | Standard Textbook, Dalton, Scott, Barrett, Colletti | Georgia: Unit 33 |
| 41 Applying anatomy and physiology concepts | Georgia: 35-1, 35-2, 35-3, 35-4, 35-A-1, 35-A-2, 35-A-3, 35-B-1, 35-B-2, 35-B-3 (T); Keystone: "Histology Anatomy" (ST) | Standard Textbook, Dalton, Barrett, Scott, Powitt, Colletti, Swaton | Georgia: Units 35, 35A and 35B |
| 42 Using electricity in cosmetology | Keystone: "Electricity" (ST) | Standard Textbook, Scott | Georgia: Unit 39 |
| 43 Applying basic chemistry concepts | Keystone: "Chemistry for Cosmetologists" (ST) | Powitt, Swaton, Standard Textbook, Dalton, Scott, Colletti | Georgia: Unit 38 |
| 44 Managing the hair salon | Keystone: "Job Interviews" (ST); Prentice-Hall: "Crossroads: Personal Management and Grooming" (ST); Milady: "Telephone Techniques for the Beauty Salon" (ST) | Milady | Georgia: Units 40 and 40A |
| 45 Preparing for the State Board of Cosmetology Examination | | | Georgia: Unit 41 |

## TEXTBOOK LIST


A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Cosmetology, Vocational-Technical Consortium of States (V-Tecs), 1975.

Barrett, D., The Van Dean Manual. Bronx, NY: Milady, 1976.

Colletti, A. B., The Keystone Guide to Beauty Culture. New York, NY: Keystone Publications, 1970.

Dalton, J., Professional Cosmetologist (2nd ed.). St. Paul, MN: West Publishing Co.

Dalton, J., State Board Exam Review. St. Paul, MN: West Publishing Co.

Milady Staff, Cosmetologist State Board Exam Review. Bronx, NY: Milady, 1975.

Milady Staff, Standard Textbook of Cosmetology. Bronx, NY: Milady, 1981.

Powitt, A. H., Hair Structure and Chemistry Simplified. Bronx, NY: Milady, 1972.

Scott, O. P. et al., Cosmetology. Tarrytown, NY: Prentice-Hall, Inc., 1976.

Swaton, J. N., Jr., Chemistry for Cosmetology Students: A Programmed Text. Bronx, NY: Intron, 1974.


## AUDIO-VISUALS

| | |
|---|---|
| Georgia (VEMC) | Milady |
| Bergwall Productions, Inc. | Hays |
| Clairol, Inc. | Keystone Publications |
| Pivot Point International | |

## INSTRUCTIONAL UNITS

All instructional units referenced in the Unit Guide section and listed in the Instructional Resource Matrix are State of Georgia developed materials. These units are available from the Vocational Education Materials Center, University of Georgia.

## ADDITIONAL INSTRUCTIONAL RESOURCES

### Textbooks


Advanced Textbook of Barbering and Men's Hairstyling. Textbook Committee of Barbering, Milady, 1969.

Associated Master Barbers and Beauticians of America, Standardized Textbook of Barbering and Styling. 1973.

Behrman, Howard T., Common Skin Diseases: Diagnosis and Treatment. (3rd ed.).

Bowler, B.R., Charm in the Beauty Salon and Professional Projection. Milady, 1970.

Caronia, M. & Madison, B., How-to-Style Book for Over-Curly Hair. Revlon-Realistic Professional Publications, Inc.

Clairol Professional Encyclopedia of Haircoloring and Haircare. Clairol, Inc. 1969.

Fleck, M.B., Applied Mathematics in Cosmetology. Milady.

Franco & Moore, The World of Cosmetology: A Professional Text. Gregg/McGraw-Hill, 1980.

Franco & Moore, The World of Cosmetology: Instructors Planning Manual. Gregg/McGraw-Hill, 1980.

Franco & Moore, The World of Cosmetology: Student Activities Manual. Gregg/McGraw-Hill, 1980.

Hays, R.V., Advanced Permanent Waves. Hays Hairdressing School.

Hays, R.V., Haircutting and Hairdressing Skills and Designs. Hays Hairdressing School.

Hays, R.V., This Career Called Cosmetology. Hays Hairdressing School, 1971.

Hillier, N.G., Profitable Permanent Waving for Professional Beauticians. Milady.

McDonald, S. & Mottram, M., Preparation for Cosmetology Licensing Examinations. Prentice-Hall, 1980.

Redken, Science and Beauty I & II. Redken Laboratories, Inc.

Tolman, R., Guide to Beauty Charm and Poise. Milady, 1969.

## Audio Visuals

| | |
|---|---|
| AURA by Pivot Point | Sound filmstrips |
| Bergwall Productions, Inc. | Sound filmstrips |
| Career Aids, Inc. | Sound filmstrips |
| Clairol | Slides/tapes |
| Encyclopedia Britannica Educational Corporation | Super 8 cartridge, optical sound<br>Super 8 cartridge, silent |
| Jhirmack | Slides/tapes |
| National Hairdressers and Cosmetologists Assn., Inc. | Fashion releases, slides/tapes |
| Prentic-Hall Media | Sound filmstrips |
| Redken | Slides/tapes |
| Visual Education, Inc. (Division of the Singer Co.) | Sound filmstrips |

## Individualized Instruction

| | |
|---|---|
| Oklahoma State Dept. of Vocational and Technical Education | Instructional Units |
| University of California and Bureau of Vocational Education, California State Department of Education, Cosmetology and the Physically Handicapped: Courses and Objectives | Instructional Contact Guides |

## Periodicals

American Hairdresser, Service Publications, Inc.

Cosmetics and Toiletries, Allured Publishing Corp.

Modern Salon, Bance Publishing Corp.

National Beauty School Journal, Milady Publishing Co.

Wigs and Hair Today, Cowen Publishing Co.

## RESOURCE ADDRESSES

Allured Publishing Corp.
214 W Willow
Wheaton, IL 60187

Associated Master Barbers & Beauticians of America
219 Greenwich Rd.
Charlotte, NC 28211

Bergwall Productions, Inc.
839 Stewart Ave.
Garden City, NY 11530

Bureau of Vocational Education
California State Dept. of Education
Scaramento, CA

Clairol, Inc.
141 N Fifth Street
Saddle Brook, NJ 07662

Cowen Publishing Co.
Santa Ana, CA

Encyclopedia Britannica Education Corp.
425 N Michigan Ave.
Chicago, IL 60611

Gregg Division
McGraw-Hill Book Co.
1221 Avenue of the Americas
New York, NY 10020

Hays Hairdressing School
5855 Beverly
Mission, KS

Intron, Inc.
Box 477
Downey, CA 90241

Jhirmack
P.O. Drawer 4307
Redding, CA 96001

Keystone Publications
New York, NY 10020

Milady Publishing Corp.
3829 White Plains Rd.
Bronx, NY 10467

National Hairdressers & Cosmetologists Assoc., Inc.
Public Relations Dept.
3510 Olive St.
St. Louis, MO 63103

Oklahoma State Department of Vocational & Technical Education
Curriculum & Instructional Materials Center
1515 West Sixth Street
Stillwater, OK 74074

Pivot Point
(Area distributor)
Arnold International
1536 LaVista Rd. NE
Atlanta, GA 30329

Prentice-Hall Media
Service Code XF
150 White Plains Rd.
Tarrytown, NY 10591

Redken Laboratories, Inc.
Van Nuys, CA 91411

Revlon-Realistic
Professional Publications, Inc.
Cincinnati, OH 45223

University of California
Division of Vocational Education
Los Angeles, CA

University of Georgia
Vocational Education Materials Center
Green Street
Athens, GA 30602

Vance Publishing Corp.
300 W Adams St.
Chicago, IL 60606

# SECTION VII

## STUDENT RECORDS

## STUDENT RECORDS

This section contains three forms, the Individual Progress Report Chart, the Group Progress Chart and the Student Competency Record. The use of these charts is described below.

INDIVIDUAL PROGRESS REPORT. One copy should be kept in each student's confidential file and updated as tasks are completed. Grades should be assigned upon task completion and then averaged for grade reporting. Difficulty, excessive amounts of time, etc. should be noted on this form and should be discussed with the student and/or parents.

GROUP PROGRESS CHART. This chart reflects task completion only and can be displayed in the classroom or lab area. Due to confidentiality of records, a grade must not be recorded. The instructor should maintain a copy of this record and update it daily.

STUDENT COMPETENCY RECORD. This record provides a listing of all tasks or units in the program, a space designated for the student's name, D.O.T. numbers and job title and a check off column for date of task completion. The D.O.T. number and job title should be filled in when the student leaves the program for any reason. The information will indicate his/her qualifications for a job. This information will be especially useful to early leavers who have not completed the total program. The Task Listing/D.O.T. Code Cross Reference Table in Section III contains the information required to identify the particular job title for which the student is qualified.

The following is a list of tasks which will enable a student to meet the requirements for the identified occupation.

| Wig Stylist | Shampoo Technician | Esthetician | Dispensary Clerk |
|---|---|---|---|
| 01 | 01 | 01 | 01 |
| 02 | 02 | 02 | 02 |
| 03 | 09 | 09 | 09 |
| 04 | 10 | 36 | |
| 05 | 12 | 37 | |
| 06 | 14 | 38 | |
| 07 | 26 | | |
| 08 | 29 | | |
| 09 | | | |
| 13 | | | |
| 26 | | | |
| 27 | | | |
| 28 | | | |
| 30 | | | |
| 31 | | | |
| 33 | | | |
| 34 | | | |
| 40 | | | |

| Receptionist 237.367-038 |
|---|
| 01 |
| 02 |
| 09 |

| Cosmetologist 332.271-010 |
|---|
| 01 - 46 |

| Manicurist |
|---|
| 01 - 46 |

## INDIVIDUAL PROGRESS REPORT

NAME _____

PROGRAM/ CLUSTER _____ AREA _____

| TASK/ UNIT NO. | UNIT TITLE | DATE STARTED | DATE COMP. | EST. TIME | GRADE |
|---|---|---|---|---|---|
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## GROUP PROGRESS CHART

| NAME | UNITS/TASKS | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
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RECORD OF DEMONSTRATED JOB COMPETENCIES

STUDENT NAME _____ PROGRAM _____

DICTIONARY OF OCCUPATIONAL TITLES JOB CLASSIFICATION: D.O.T. No. _____

JOB TITLE _____

| Unit No. | Competency Demonstrated | Initial Date | Unit No. | Competency Demonstrated | Initial Date |
|---|---|---|---|---|---|
| | **Demonstrating Employability Skills in Cosmetology** | | | **Coloring Hair** | |
| 01 | Becoming Oriented to the Field of Cosmetology | | 29 | Selecting Colors for a Patron's Hair | |
| 02 | Developing Working Relationships | | 25 | Applying Temporary Hair Coloring | |
| | | | 26 | Applying Semi-Permanent Hair Color | |
| | **Sanitizing Equipment** | | 27 | Applying Permanent Hair Colors | |
| 09 | Performing Sanitation and Sterilization | | 30 | Applying Hair Lighteners to Virgin Hair | |
| | | | 31 | Retouching Prelightened Hair | |
| | **Styling Hair** | | 32 | Frosting, Streaking and Tipping | |
| 05 | Setting Pin Curls to Achieve Desired Style | | 34 | Detecting and Correcting Problems Relating to Hair Coloring | |
| 06 | Selecting Basic Roller Patterns | | 28 | Administering a Predisposition and Metallic Salts Test | |
| 07 | Setting Roller Curls | | | | |
| 12 | Styling Hair (basic) | | 33 | Creating Special Effects with Hair Coloring | |
| 03 | Making Clockwise and Counter-Clockwise Shapings | | | | |
| 04 | Finger Waving | | | **Facials** | |
| 16 | Creating Ridge Curls and Skip Waves | | 38 | Tinting Lashes and Brows | |
| 11 | Shampooing a Patron's Hair and Applying Hair Rinses | | 35 | Giving Facials | |
| | | | 37 | Applying Facial Make-Up | |
| 08 | Waving and Curling Hair with Curling Irons and Blow Dryers | | 36 | Arching Eyebrows | |
| | | | | **Cleaning and Styling Wigs and Hair Pieces** | |
| 24 | Pressing Overly-Curly Hair | | | | |
| 19 | Styling Hair (advanced) | | 39 | Cleaning and Styling Wigs | |
| | **Cutting Hair** | | | **Removing Unwanted Hair** | |
| 17 | Giving a Basic Scissors Cut | | 40 | Removing Unwanted Hair | |
| 18 | Giving a Precision Hair Cut | | | | |
| | | | | **Using Electricity in Cosmetology** | |
| | **Manicuring** | | 42 | Using Electricity in Cosmetology | |
| 15 | Manicuring and Pedicuring Nails | | | | |
| | | | | **Applying Basic Chemistry, Anatomy and Physiology Concepts** | |
| | **Treating Hair, Skin and Scalp Disorders** | | 41 | Applying Anatomy and Physiology Concepts | |
| 14 | Identifying the Parts and Functions of the Skin and Scalp and Recognizing the Disorders | | 43 | Applying Basic Chemistry Concepts | |
| 10 | Identifying the Functions, Characteristics and Composition of Hair | | | **Managing the Hair Salon** | |
| | | | 44 | Managing the Hair Salon | |
| 13 | Conditioning Damaged Hair and Giving Scalp Treatments | | | | |
| | | | | **Preparing for the State Board of Cosmetology Examination** | |
| | **Chemical Relaxing and Permanent Waves** | | 45 | Preparing for the State Board of Cosmetology Exam | |
| 20 | Determining Porosity of Hair | | | | |
| 23 | Relaxing Hair with Chemicals | | | | |
| 21 | Giving a Permanent Wave | | | | |
| 22 | Giving Special Purpose Permanent Waves | | | | |

This is to certify that the student has demonstrated proficiency in the performance of the tasks and/or competencies indicated on the previous page. These tasks and/or competencies have been determined to be the skills and knowledge that are necessary for entry level employment into the job classification indicated.

Date_____ Instructor_____

School_____

# SECTION VIII

## SPECIAL NEEDS STUDENT

## WORKING WITH SPECIAL NEEDS STUDENTS

### Introduction

Special needs students are those who are designated as handicapped and/or disadvantaged. The 1976 vocational education amendment defines handicapped individuals as:

> Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs.

In Title II of the 1976 education amendments disadvantaged persons are defined as:

> Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to enable them to succeed in vocational education programs.

Federal legislation requires that these special people be given an opportunity to function in a regular classroom. This section provides information on how special needs students are identified and how they can be mainstreamed into regular educational environments.

Figure One presents a model depicting various activities of the process in identifying and mainstreaming special needs students. These activities are conducted at three levels: the system level, the school level and the classroom level. All three levels must work together if implementation of the process is to be effective.

### Identification Of The Special Needs Student

Through a variety of pre-testing procedures, special needs students are identified and their potentials are evaluated at the

# SPECIAL NEEDS MAINSTREAMING MODEL

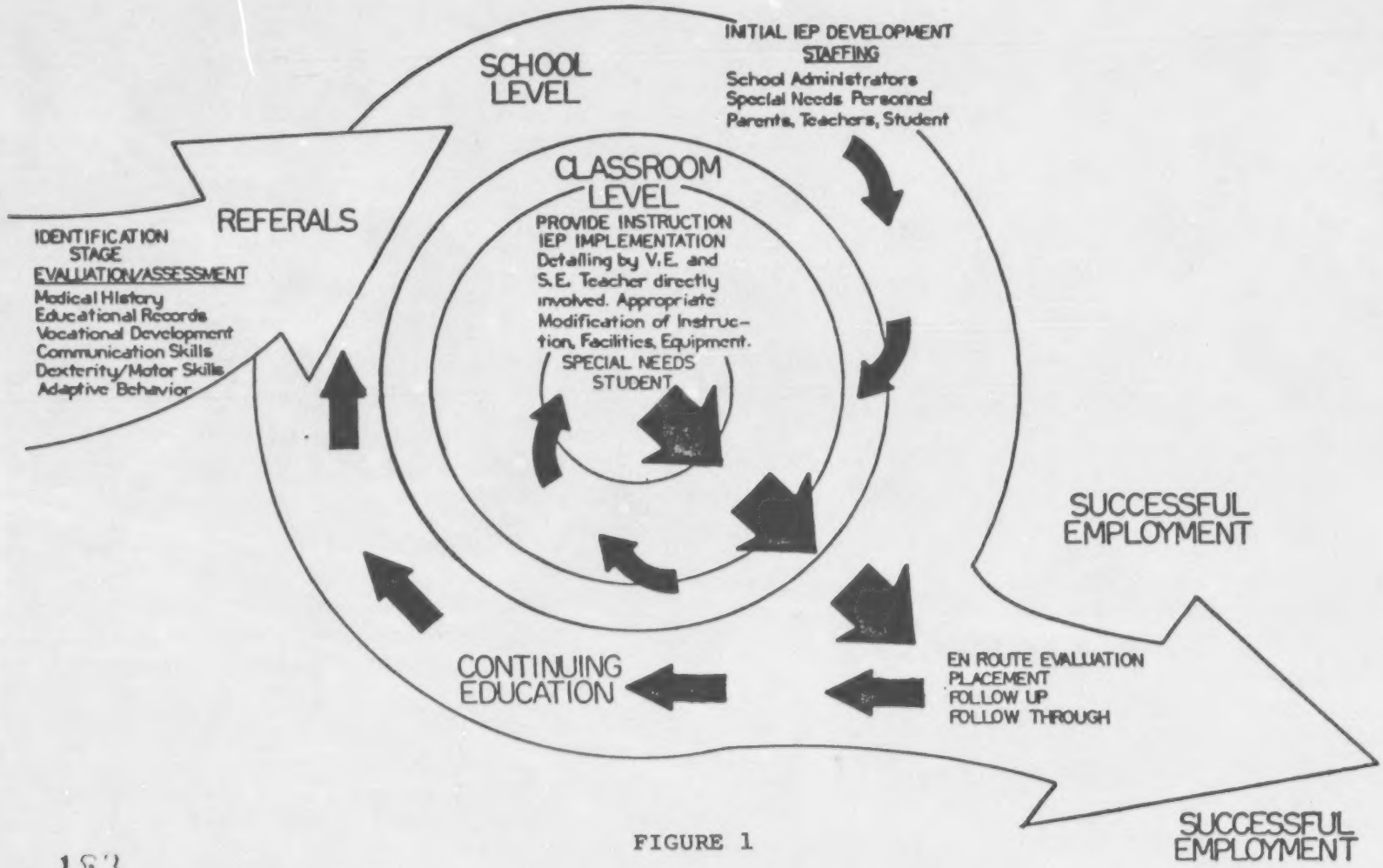



FIGURE 1

system level. This evaluation process consists of collecting and assessing the following data for each student:

-Medical History
-Educational Records
-Vocational Development
-Communication Skills
-Dexterity/Motor Skills
-Adaptive Behavior

When this procedure has been completed, the system personnel refers the student to the appropriate school level personnel.

Development of the Plan

At the school level, an Individual Education Plan (IEP) is developed for each special needs student. An IEP is a written plan which describes the educational objectives, both long and short term, and the support services for a special needs student. The plan is developed by the school administration, special education personnel, teacher(s) directly involved with the student and the parent(s). In some cases, the student may help with the development.

Implementing the I.E.P.

The actual implementing of the I.E.P. begins at the classroom level. The purpose of the teacher dealing with the special needs student is to help the student set realistic goals, identify the barriers which make it difficult for the student to learn and adapt the curriculum and/or facilities with reference to the I.E.P. so the student can learn while overcoming personal barriers.

Special needs students have problems which hinder their learning. Therefore, a teacher's job becomes more complicated than when teaching "regular" students. Handicapped students may have a variety of problems - mental, physical and/or emotional.

Academically disadvantaged students may exhibit language deficiencies, reading and writing deficiencies, computational deficiencies and general educational deficiencies. Economically disadvantaged students may possess an inability to concentrate because their primary needs - food, shelter, clothing - are not adequately met due to lack of money.

By considering these problems, teachers can modify existing programs to accommodate the needs of special needs learners. Some suggestions which may prove beneficial in modifying an existing curriculum are listed below:

- -Prepare instructional materials in greater detail and assign work in shorter units.
- -Provide more frequent evaluation of student's progress and provide opportunities for remedial work.
- -Be aware of the student's limited vocabulary.
- -Be aware of the student's inability to understand abstractions and generalizations and prepare materials accordingly.
- -Keep the student aware of his or her progress and make the student feel he or she can succeed.
- -Use real teaching aids, live work and practical experiences whenever possible.
- -Choose reading material which is at the student's level, interest and experience.
- -Use constructive criticism only.
- -Use peer instruction whenever possible.
- -Allow the student to advance at his or her own pace.
- -Use the part-to-whole learning concept in adapting materials.

Materials Which Can Be Used to Teach Disadvantaged

In Georgia an effective set of materials has been developed to be used with a program to help disadvantaged students adjust

to life and work situations. This program is called CVAE or Coordinated Vocational Academic Education. The CVAE program is organized with a coordinator who is responsible for the type of instruction the students receive, and a team of teachers assigned to the coordinator who work cooperatively to help the disadvantaged students learn to enjoy school and become more successful students. CVAE materials include visuals in the form of synchronized slide/tape presentations. These units are designed to help the disadvantaged student become more successful in school, learn good work habits, become an aware consumer, and develop a better self-image and appearance. (Although designed especially for disadvantaged students, CVAE may also be used in regular classroom situations). The vocational education teacher should work with the CVAE coordinator to design a program of study for the disadvantaged students in areas in which the student needs help.

In some cases, facilities, must be modified for handicapped special needs students. In general, as long as the classroom/shop meets federal guidelines for barrier free design, extensive facility changes need not be made. For visually impaired students, for example, let the student locate in the classroom where he or she can see best even to the point of moving the desk or work station as a portable unit. In the case of orthopedically handicapped, some changes may have to be made to shop machinery to allow the student to use it. This may involve more convenient controls or special seating where the student would normally stand. In making these changes, special education expertise would be helpful.

## Evaluation

Evaluation of the student's program should consist of:

- -En-route evaluation (formative) to monitor the student's progress through the program.
- -Summative evaluation upon completion of the program to determine job readiness.
- -Follow-up after placement to determine if the student is successful on the job.
- -Follow-through activities designed to identify any further training needed, which is indicated by the follow-up procedure.

Working with special needs students is much more demanding of the system, the school and the classroom teacher. However, with their patience and understanding, special needs students can not only succeed, but in many cases excell.

## RESOURCES

To aid the teacher in modifying materials for special needs categories, the following references are listed by category. These are suggested references only as a world of materials exist on this subject.

### Mentally Retarded


A Curriculum Guide for Teachers of Educable Mentally Retarded. Danville, Ill.: The Interstate Printers and Publishing Co., Inc.

High, Elizabeth C., and Moyers, Kathy L. Training Manual: Developing Pre-Vocational/Vocational Skills in Developmentally Disabled Persons. Washington, D.C.: Job Development Laboratory, George Washington University, 1976.

Kolstoe, Oliver P. Teaching Educable Mentally Retarded Children. Holt, Rinehart and Winston, 1976.

Mulligan, Robert E.; Gavin, Donald and Conaley, James. Comprehensive Career Education Curriculum Guide for the Trainable. New Brunswick, N.J.: Rutgers Vocational-Technical Curriculum Laboratory, 1977.

Introduction to Vocations for Educable Mentally Retarded. New Jersey: New Jersey Department of Education.

State of Ohio Curriculum Guide for Moderately Retarded Learners. Columbus, Ohio: Ohio Department of Education, 1977.

Tucker, Mark M. Learning through Curriculum Modification; A Blueprint to Teaching the Mentally Retarded. Johnstown, PA.: Mafex Associates, Inc., 1976.

Watson, Marjorie. Mainstreaming the Educable Mentally Retarded. Washington, D.C., NEA, 1975.


### Hearing Impaired


Alvin, Howard P. The Evolution of an Evaluation Design for Evaluating Secondary Programs for the Deaf in Vocational Occupational-Technical Education (VOTE) Programs. ERIC - ED 123-241.

Guidelines: Educational Planning for the Hearing Handicapped. North Carolina Public Schools. Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh, N.C., 1977.

Munson, Harold L.; Eglston, Judy Cobb and Phillips, Gordon B. Career Education for Deaf Students: An Inservice Leader's Guide. University of Rochester, College of Education, Center for the Study of Helping Services, Rochester, N.Y. 1975.

Nix, Gary W. Mainstreaming Education for Hearing Impaired Children and Youth. Grune and Stratton, 1976.

Orthopedically and Other Health

A Model Plan for a Cooperative Vocational Rehabilitation Program. Office of Human Development, Rehabilitation Services and Administration. Department of Health, Education and Welfare, Washington, D.C.

Mallix, Kalisanker and Mueller, Jim. Vocational Aids and Enhanced Productivity of the Severely Disabled. The George Washington University Rehabilitation Research and Training Center, Washington, D.C. 1975.

McCarthy, Henry and Smart, Landon. Recommendations for Enhancing Employment Prospects of Handicapped Individuals. Comps. Human Resources Center, Albertson, L. I., 1978.

Duncan, John, et al. Environmental Modifications for the Visually Impaired: A Handbook. Visual Impairment and Blindness, December 1977, p. 442-455.

Disadvantaged

Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Division of Vocational Education, Virginia Polytechnic Institute and State University, Blackburg, VA.

A Handbook for Developing Programs and Services for Disadvantaged Students. Department of Vocational Education Studies, College of Education, Southern Illinois, University of Carbondale, Carbondale, Ill. 62901

By Program

Adaption of Home Economics Curricula for Special Needs. North Dakota Research Coordination Unit, State Board for Vocational Education, State Office Building, Bismarck, ND.

Auto Body: An Adaptive and Developmental Program for Special Needs Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Floriculture Board of Cooperative Educational Services of Nassaw County, Division of Occupational Education, Division of Special Education, Westburg, NY 1975.

Grubb, Francine. Basic Business - A Teacher's Guide to an Employment Orientation Course for Special Needs Students. Vocational Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Home Economics and the Exceptional Student: A Handbook for Home Economics Teachers Working with Mentally Retarded Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Troutman, Carol M. Introduction to Office Occupations. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1974.

Working with the Handicapped in the Vocational Home Economics Classroom. Division of Vocational Education, State of Ohio, Columbus, Ohio.

Coordinated Vocational Education and Training (C.V.E.T.) manuals for disadvantaged, available from: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

-CVET Construction 3100219 Teacher's Guide
3100209 Student

-CVET General Mechanics 3100239 Teacher's Guide
3100229 Student

General Special Needs

A Handbook for Modifying Vocational Curricula for Handicapped Students. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, May 1980.

Bottoms, J.E. and Scott, C.P. Supportive services for special student groups. In J.E. Wall (ed.), Vocational Education for Special Groups. Sixth Yearbook, Washington, D.C.: American Vocational Association, 1976.

Gill, Douglas H. and Scott, C. Paul. A practical model for mainstreaming handicapped learners in vocational education. The Journal for Vocational Special Needs Education, Vol. 1, No. 3, April, 1979, pp. 3-7.

Gugerty, J., et al. Tools, Equipment and Machinery Adapted for the Vocational Educator and Employment of the Handicapped. Project #498749006, Wisconsin Vocational Studies Center, Madison, Wisconsin, January 1981.

Hull, Marc E., Berry, Owen J. and Clark, Donald L. Procedures for Teaching Vocational Concepts to Students with Special Needs. Texas A & M University, Final Report Project 62350274, June 1976.

The Related Vocational Instruction Program. Georgia's Approach to Vocational Education for the Handicapped at the Secondary level, Douglas H. Gill, Project Coordinator, Vocational Programs for the Handicapped, Georgia Southern College, Statesboro, Georgia.

Vocational Educational Resource Materials, A Bibliography of Materials for Handicapped and Special Education. Third edition, 1978. Wisconsin Vocational Studies Center, University of Wisconsin - Madison.

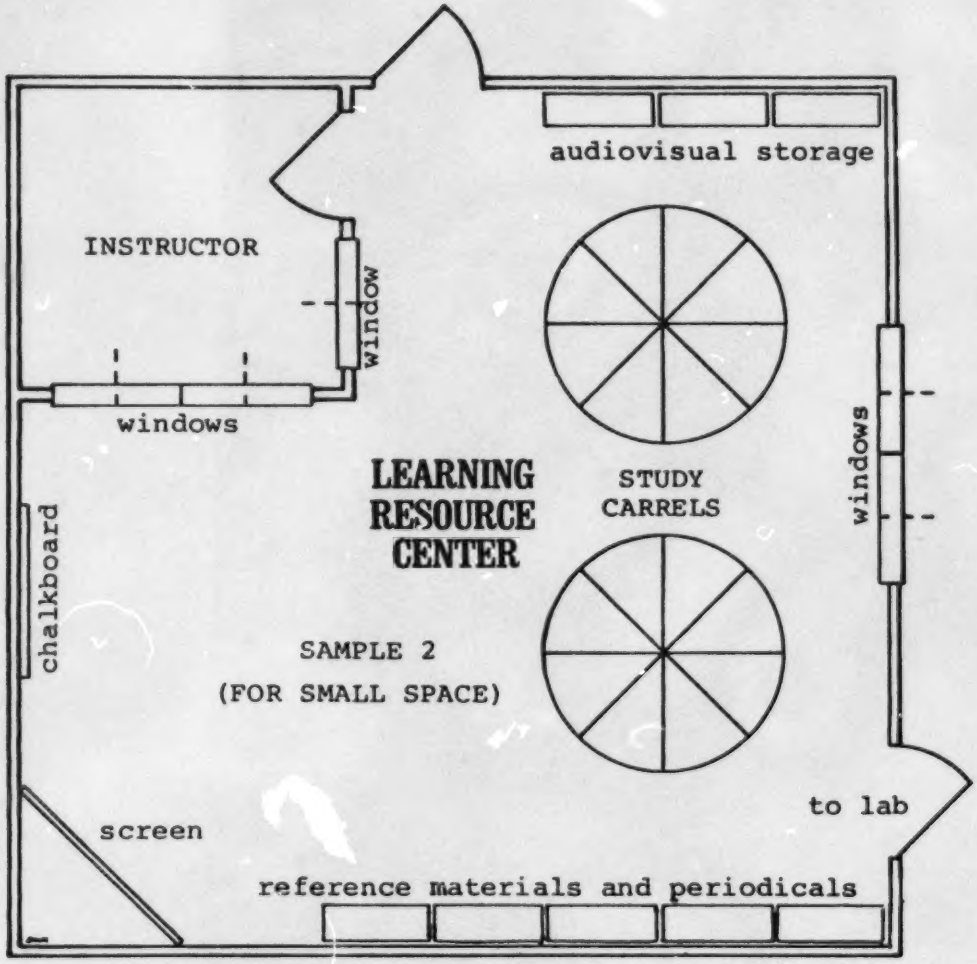
# SECTION IX

## FACILITY LAYOUT

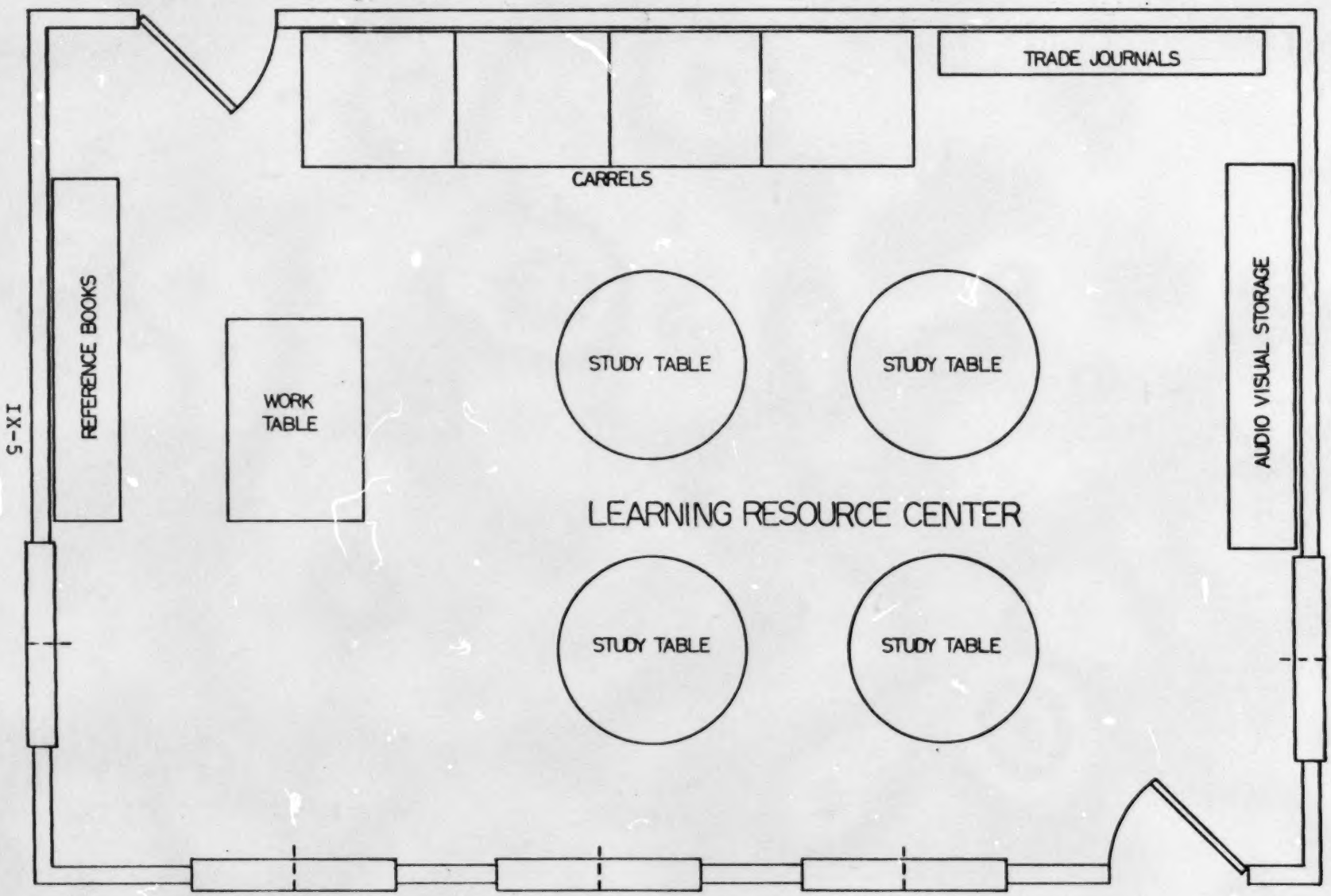
## Facility Layout

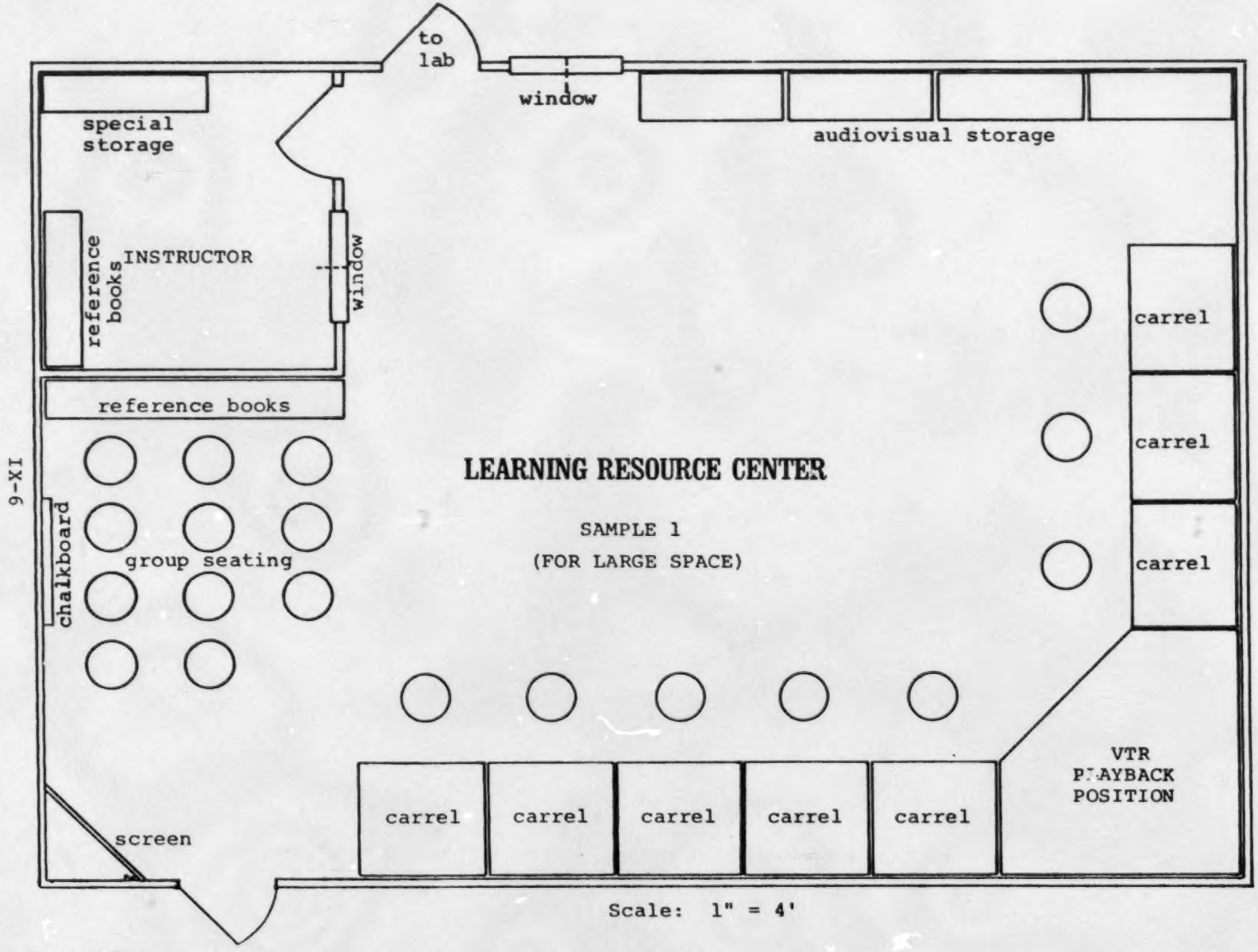
The facility layouts on the following pages are presented to aid in arranging the classroom and laboratory for efficient instruction. Two facility layouts and three resource center arrangements are presented. Ultimately, however, the instructor must determine an arrangement that best fits the needs of the students and the instructional method being used.

The laboratory facility layouts are taken from two successful cosmetology programs in Georgia. Either facility is easily adaptable to a variety of arrangements that will best fit local needs. These layouts may be especially useful in those schools where classroom renovation or construction is being planned.


audiovisual storage
INSTRUCTOR
window
windows
LEARNING
RESOURCE
CENTER
STUDY
CARRELS
windows
chalkboard
SAMPLE 2
(FOR SMALL SPACE)
to lab
screen
reference materials and periodicals

Scale: 1" = 4'


TRADE JOURNALS
CARRELS
REFERENCE BOOKS
WORK TABLE
STUDY TABLE
STUDY TABLE
AUDIO VISUAL STORAGE
LEARNING RESOURCE CENTER
STUDY TABLE
STUDY TABLE
IX-5


to lab
window
special storage
audiovisual storage
reference books
INSTRUCTOR
window
carrel
reference books
carrel
LEARNING RESOURCE CENTER
SAMPLE 1
(FOR LARGE SPACE)
chalkboard
group seating
carrel
VTR PLAYBACK POSITION
carrel
carrel
carrel
carrel
carrel
screen
Scale: 1" = 4'

9-XI

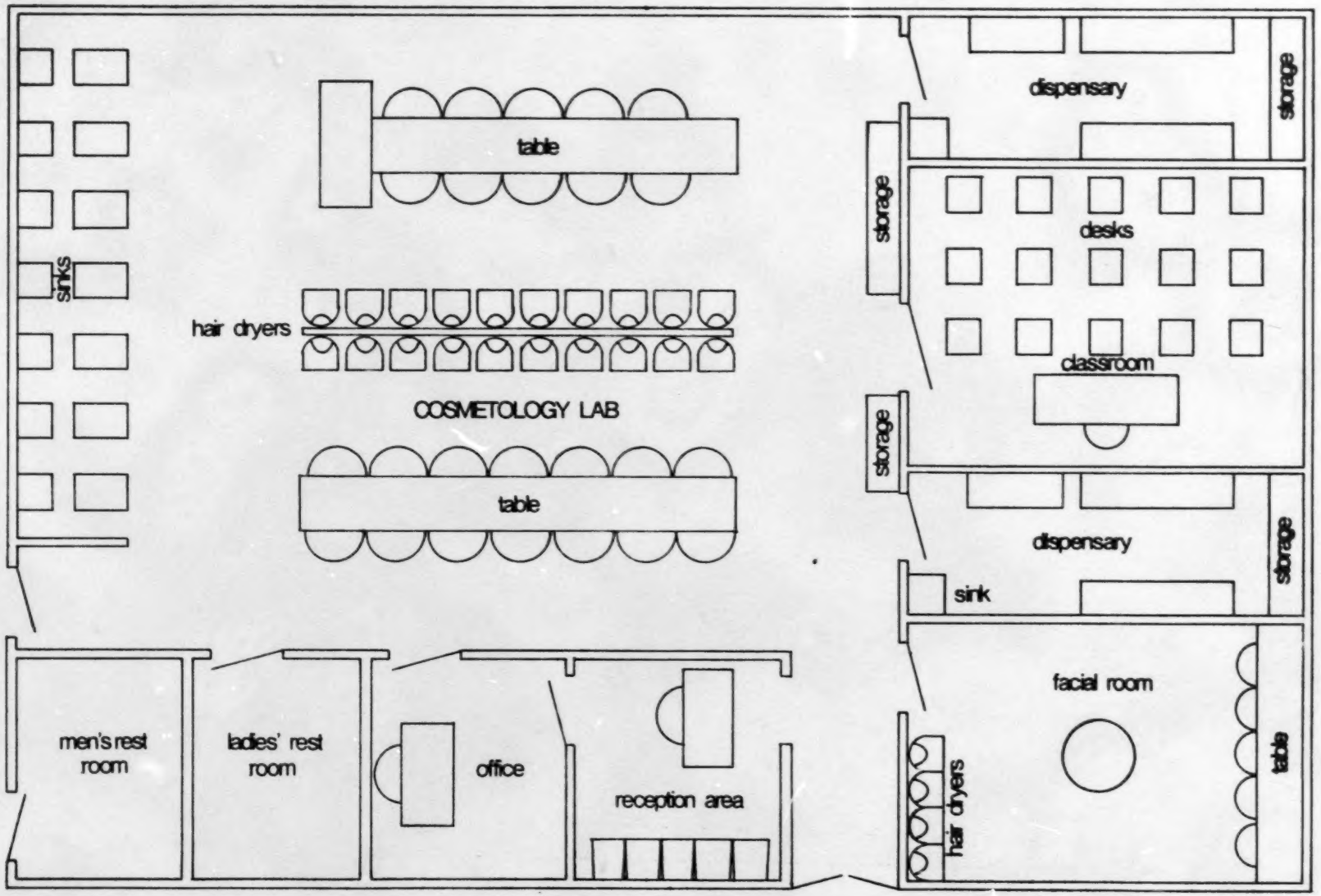
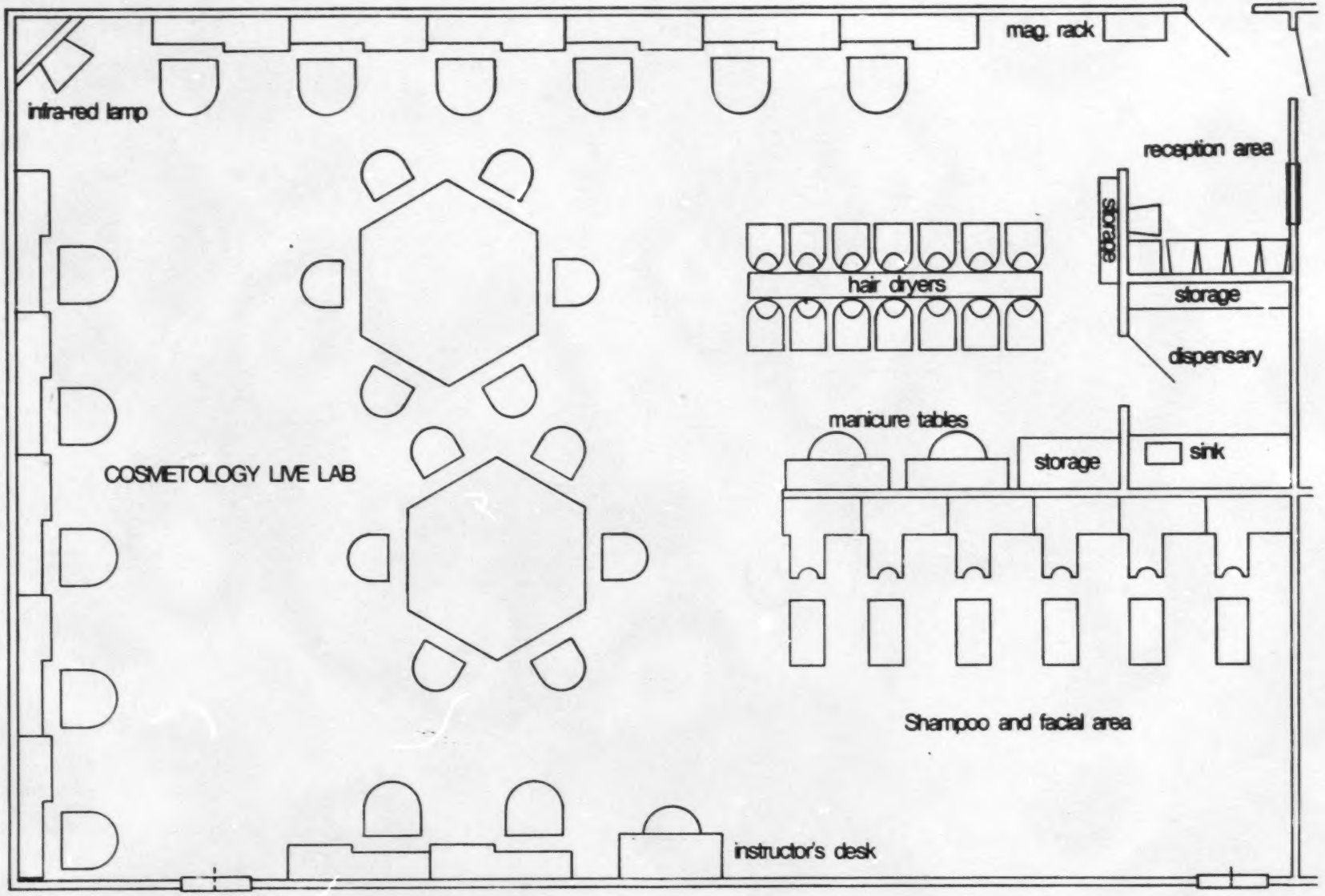


table
sinks
hair dryers
COSMETOLOGY LAB
table
men's rest room
ladies' rest room
office
reception area
dispensary
storage
storage
desks
classroom
storage
dispensary
storage
sink
facial room
table
hair dryers

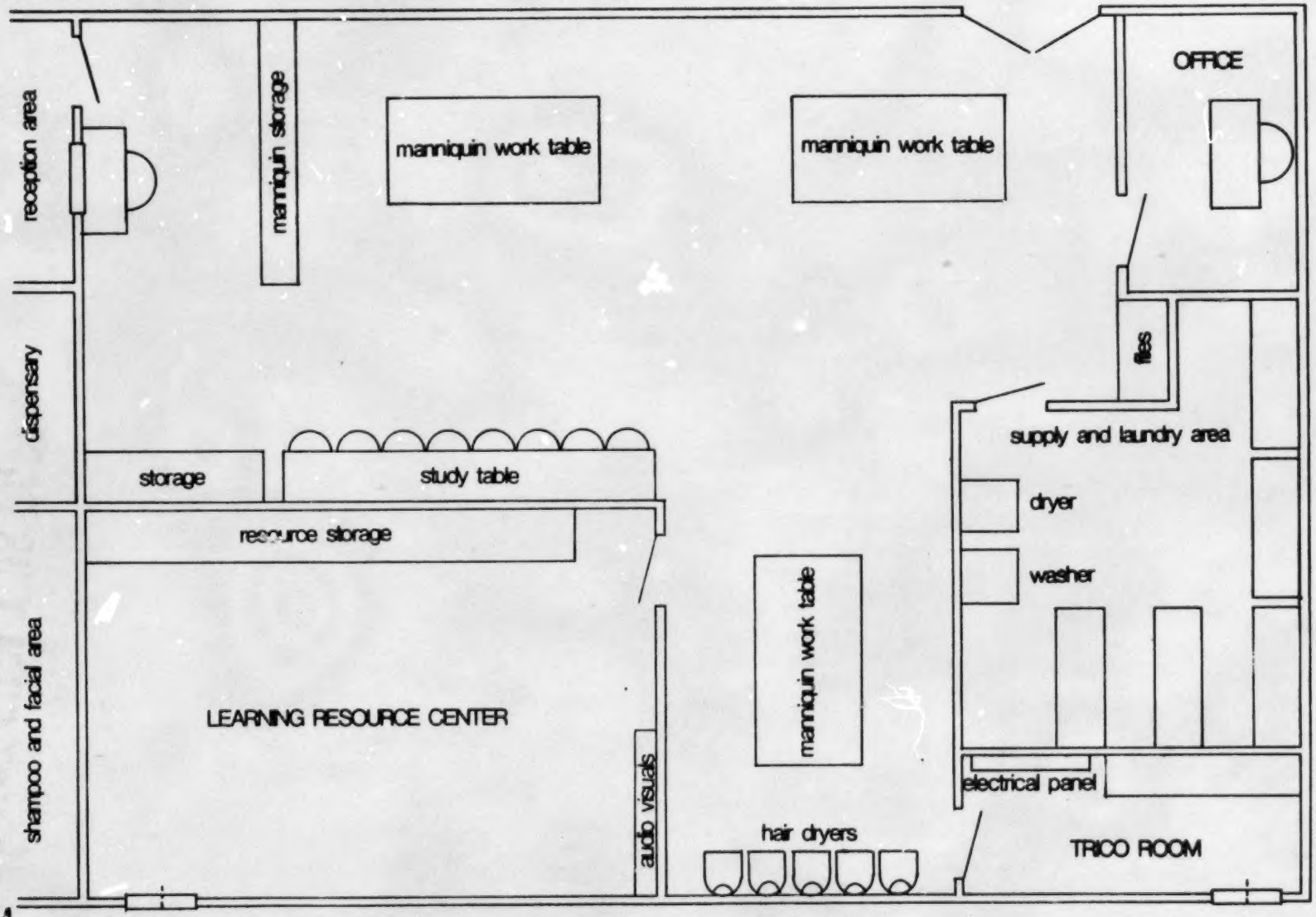
IX-7

200

201


mag. rack
infra-red lamp
reception area
storage
hair dryers
storage
dispensary
manicure tables
storage
sink
COSMETOLOGY LIVE LAB
Shampoo and facial area
instructor's desk

8-XI


reception area
manniquin storage
manniquin work table
manniquin work table
OFFICE
files
dispensary
supply and laundry area
storage
study table
dryer
resource storage
washer
manniquin work table
shampoo and facial area
LEARNING RESOURCE CENTER
audio visuals
electrical panel
hair dryers
TRICO ROOM

6-XI

# SECTION X

## DEFINITION OF TERMS

## DEFINITION OF TERMS

1. AV's-Audiovisuals - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)

2. Checkpoint - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.

3. Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting the statement of a competency includes expected student outcomes in terms of knowledge, skills, and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

4. Course - A grouping of tasks and competencies which have a common knowledge base or are within a given domain.

5. Criterion-Referenced Measure - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective.

6. Criterion-Referenced Test - A test designed to measure student competencies based on job or industrial standards.

7. Curriculum Guide - A document containing the objectives, content, organization, and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.

8. D.O.T. - Abbreviation for Dictionary of Occupational Titles. Document provides nine digit codes identifying each occupation.

9. Duty - One of the distinct major activities involved in the work performed, comprising related tasks.

10. Exit Point - A predetermined point within an instructional program in which a student may exit with the essential competencies for a specific job. Usually defined in terms of D.O.T. codes and/or O.E. codes.

11. "Hands-On" - Statement implying the student is physically involved in a learning activity.

12. Individualized Instruction (I.I.) - A system of instruction allowing for a student to progress at their fastest rate.

13. Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

14. Job Sheet - (Or Operations Sheet) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.

15. Live Work - Generally refers to items brought into the course area for repair or adjustment. Examples of live work might be automobiles, radios and TV's, air-conditioners, etc. Another form of live work would be patrons visiting the cosmetology department to receive permanents or other services.

16. Master Copies - Original copies of slides, tapes or written materials set aside for the purpose of duplication.

17. Occupational Cluster - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.

18. Occupational Inventory - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.

19. O.E. - Refers to the U. S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.

20. Open Entry - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.

21. Open Exit - Term meaning that a student may leave a program any time he/she completes their occupational objective.

22. Performance Guide - A series of steps, arranged in a sequence ordinarily followed, which when completed may result in the performance of a task. Also called "teaching steps."

23. Performance Objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below:

    a. Condition - The testing situation confronting the learner is clearly specified. This includes equipment provided or withheld, environmental constraints such as temperature, space, etc.

b. Performance - The specific behavior expected of the learner is stated.

c. Standard - The degree of acceptable performance is specified.

24. Performance Test - A test entailing not only the ability to answer questions, but measuring the students' ability to operate, manipulate, or perform a given task as well.

25. Program - An organized sequence of courses leading to an occupational objective. A program may contain one or more student exit points as defined by D.O.T. codes.

26. Program Objective - The outcome of a prescribed program of instruction. Usually expressed in terms of the occupation or job for which training is designed. D.O.T. codes are frequently used to identify program objectives or student exit points.

27. Self-Paced - Refers to a student moving through the prescribed training program at the fastest pace at which the student can meaningfully learn.

28. Sequencing - Putting any set or series of learning activities or tasks into proper order or sequence. Normally arranged from the simple to complex within groupings or blocks.

29. Software - Written or printed materials, slides, filmstrips, tapes, etc.

30. Student Manual - A document designed for use by students in a specific instructional program. It contains unit sheets, references, operational procedures or job sheets, etc.

31. Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.

32. Task List - A listing of tasks performed by incumbent workers within a domain of interest. An example is a listing of all tasks performed by an automotive mechanic or by a worker in ornamental horticulture.

33. Unit - One "module" training materials; generally covering one learning task and programmed on one Unit Sheet. May cover more than one lesson.

34. Unit Guide - A curriculum guide sheet that lists a task and objective with the instructional activities, instructional materials, evaluation and approximate time required for a student to successfully complete the task.

35. V-TECS Catalog - A comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and related data, organized by a job structure or career ladder within a domain of interest.

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*The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.*

*Title II - Loydia Webber, Vocational Equity Coordinator*
*Title VI - Peyton Williams Jr., Associate Superintendent of State Schools and Special Services*
*Title IX - Evelyn Rowe and Myra Tolbert, Coordinators*
*Section 504 - Jane Lee, Coordinator of Special Education*

*Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.*